

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**O. M. BEKETOV NATIONAL UNIVERSITY
of URBAN ECONOMY in KHARKIV**

FOREIGN LANGUAGE IN THE PROFESSIONAL FIELD

TUTORIAL

**Kharkiv
O. M. Beketov NUUE
2021**

УДК 811.111-057.8(075.8)
F75

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*Recommended for publication by Academic Council of O. M. Beketov NUUE as a tutorial
(record №11 of 29.06.2021)*

Навчальний посібник з дисципліни «Іноземна мова за професійним спрямуванням» розрахований на студентів закладів вищої освіти і спрямований на ґрунтовне засвоєння англійської мови за професійним спрямуванням. Посібник складається із трьох частин, фокус кожної із яких визначається відповідно до вимог навчального плану та нової концепції викладання фахової англійської мови в закладах вищої освіти країни. Він розроблений таким чином, щоб своєю структурою і проблематикою орієнтувати студентів на системну організацію навчального процесу та бути складовою частиною комплексу навчальних матеріалів з англійської мови для студентів 1 курсу університету.

Foreign language in the professional field : tutorial / O. V. Anisenko, F75 O. V. Havrylova, Yu. S. Maksymenko, T. V. Mykhailova ; O. M. Beketov National University of Urban Economy in Kharkiv. – Kharkiv : O. M. Beketov NUUE, 2021. – 136 p.

The tutorial on the subject "Foreign language in a professional field" is produced for students of higher educational institutions and is aimed at a substantive knowledge of English in a professional field. It consists of three units, each of which is focused and determined in accordance with the requirements of the curriculum and the new concept of teaching professional English in higher education institutions. Its structure and issues guide students to the systematic organization of the educational process and are a part of teaching materials in English for the first-year students.

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INTRODUCTION

Teaching foreign languages must be an integral part of the modern system of vocational education in the context of integration into the European educational environment. Role of English as a language of international communication in the scientific and professional spheres is growing greatly.

The tutorial "Foreign language in the professional field" for the 1st year students of all specialties of the University was produced taking into account modern trends in the field of teaching foreign languages and according to the curriculum for students of all specialties. The structure of the textbook is methodically grounded and successfully combines modern and traditional components. The tutorial consists of 3 parts, each of which is determined according to the educational needs of future graduates of the University, and which allow to acquire the skills and competencies necessary to strengthen the competitiveness of graduates of higher educational institutions of this direction in the labor market.

The sections of the tutorial are structured in such a way that the student has the opportunity to focus on such activities as various types of reading and discussion of educational material, performing lexical and grammatical tasks, as well as creative tasks aimed at the development of oral and written speech in a professional context, the formation and development skills of intercultural communication of future specialists.

Each unit includes three parts: GRAMMAR, READING and SPEAKING that aim at the development of the main skills to become efficient in the professional English language environment.

The GRAMMAR part focuses on training English grammar knowledge of students and systematically revises and consolidates the main grammar issues through a variety of exercises.

The READING part focuses on training the English language reading skills within the topics supposed to be of value for the students of the 1st year students.

The SPEAKING part presents a set of tasks aimed at developing the future

competitiveness of a future specialist in the professional field and the tasks aimed at improving students' skills in intercultural professional communication.

A significant advantage of the textbook is the combination of traditional and modern methods of teaching English in a professional direction, including work with educational cases. The educational model proposed by the authors corresponds to modern trends in the creation of an educational environment in the context of the entry of higher education in Ukraine into a single European educational environment. The tutorial is compiled in accordance with the new concept of teaching professional English at the university. It is produced in such a way that its structure and issues guide students to the systematic organization of the educational process and are part of a set of teaching materials in English for first-year students of the University.

UNIT 1

Grammar: Articles, Plural nouns, Prepositions of time, place and direction,

Verb to be, there + to be, Indefinite (Simple) Tenses, Passive Voice

Text: Social English and Academic English

Supplementary text A: What is Academic English?

Supplementary text B: What is Technical English?

Speaking: Speaking about places to visit on holidays, Giving directions,

Describing a photo, What is this story about? Speaking about inventions.

READING EXERCISES

Exercise 1. Practise reading the following two-syllable words:

Basic, nature, substance, simple, handful, structure, product, research, exist, depend.

Exercise 2. Practise reading the following many-syllable words:

Production, discover, achievement, equipment, determine, outstanding, quality, organize, introduce, humanity, technological, opportunity, important, potential, foundation, influence, original.

Exercise 3. Memorize the spelling and pronunciation of the following words:

Period [ˈpɪəriəd] – період, society [səˈsaɪəti] – суспільство, area [ˈeəriə] – площа, acquirement [əˈkwaɪəmənt] – набування, засвоєння, enough [ɪˈnʌf] – достатньо, доволі.

GRAMMAR

ARTICLES

a / an	the	-----
<i>1) with countable nouns in the singular in a general sense:</i> A man and a boy are on a bus.	<i>1) with the words when it is clear which thing we mean:</i> He is in the garden.	<i>1) with uncountable nouns:</i> We bought bread, milk, cheese and meat.

2) 'a/an' is used for the first mention of an item, followed by "the" for the second mention of the item: They took a train to Reno. The train was very clean and comfortable.		2) with meals: I had a sandwich for breakfast. She has lunch at school.
3) with names of jobs: He is an artist.	3) with the adjectives in the superlative degree: This is the nicest day in my life.	3) with games and sports: She plays tennis.
4) with a predicate noun: There is a table in the room. It was a nice trip.	4) to refer to things that are unique: the sun, the moon, the world	4) with names of people: Charles Dickens
5) instead of 'one': a hundred Wait a minute!	5) with ordinal numerals: on the second floor	5) with the names of days and months: On Monday in May
6) instead of 'every' naming units of time: We have 7 lessons a day.	6) with musical instruments: the piano, the guitar	6) for general ideas: I like pop music. Food is necessary.
7) with 'few' and 'little' in the meaning 'some at least': a few friends	7) with adjectives, to refer to a whole group of people: The Italians, the poor	7) with names of languages and science: Latvian, English, history ! but the English language
8) with 'piece / bar / bottle / cup / loaf / glass of' + uncountable noun: a piece of cheese a bar of chocolate	8) with decades, or groups of years: John grew up in the sixties. Jazz became popular in the 1920's.	7) in some expressions: in case on foot by car / train from time to time in fact at hand at school at home at work go to bed / to hospital go home at midnight / at night
9) in some expressions: half an hour it is a pity it is a shame as a result	9) with 'only' in the meaning of 'vienīga': He is the only child in the family.	
	10) with names denoting the whole family:	

have a good time in a hurry for a long time to take a walk to go for a walk	The Andersons moved to a new flat.	on TV
	<i>11) with names of the parts of the day:</i> in the morning in the afternoon in the evening	
	<i>12) in some expressions:</i> at the moment by the way on the whole on the one hand on the other hand on the right / on the left on the radio	

ARTICLES WITH GEOGRAPHICAL AREAS

the	-----
<i>1) with the names of rivers, seas, oceans:</i> the Thames, the Baltic Sea, the Atlantic Ocean	<i>1) with the names of lakes:</i> Lake Burtnieku
<i>2) with mountain ranges:</i> the Alps	<i>2) mountains:</i> Elbrus, MontBlanc
<i>3) with names of hotels, cinemas, theatres, museums:</i> the Grand Hotel, the Royal cinema, the National Gallery	<i>3) with names of towns, streets, squares, parks:</i> Riga, High Street, Trafalgar Square, Hyde Park ! but the Hague / the High Street
<i>4) with names of the 4 cardinal points:</i> the North , the South, the East, the West	<i>4) with names of airports, castles, stations, universities:</i> Heathrow Airport Oxford University Edinburgh castle ! but the Palace of Westminster
<i>5) countries in plural, kingdoms, unions, republics:</i> the Netherlands, the USA, the EU	<i>5) continent and countries:</i> France, Canada

6) some bridges: the Brooklyn Bridge the Golden Gate Bridge	6) most bridges: Tower Bridge London Bridge
7) deserts: the Sahara	
8) names of ships: the Titanic	

Exercise 4. Read the sentences and complete the gaps with *a, an, the* or *nothing* into the blanks.

1. Moving toUnited States was most exciting thing I have ever done. I moved last year to New York. New York is..... exciting city, full of adventure. In fact, I metfamous actor on bus yesterday!
2. Today, I havejob interview atfinancial company.company has offices all overworld. I'm not sure that I haveskills to get hired. I hope so.company's office is on Main Street. That'ssame street my friend works on. If I get hired, I could meet him afterwork for drinks. That would be great. He's from Scotland. He works 8 hoursday, 5 daysweek.
3. I have two brothers. One, Greg, is still in college, andother, Mike, has already graduated. Mike iskind of guy that is very serious. I don't rememberlast time I saw him. It may have been in August. He was wearingred sweater. It matched hisred hair.
4. After....dinner, I usually washdishes. My wife hates doing it. I waste a lot of ... water when I do it. That's bad for ... environment, I think.
5. We live near ... sea. ...most houses in this area are expensive.
6. I have ... uncle who lives in ... home for ... elderly. He is ... honest man. He used to be ... FBI agent. He once saved ... one-year-old boy from ... fire. He has many interesting stories.
7. He told me that he once metalien from ... space. This alien didn't need ... oxygen to live; it didn't have ... nose. That's ... hard story to believe. I'm not sure he was telling metruth. Maybe he isn't so honest, after all.

8. ... stress can make ... life unpleasant. In ... day, I work at ... office. ...people I work with are busy, and ... work we do isn't easy. When I drive to ... work, usually ... highways are really busy. If there'saccident during ... rush hour, it can be ... chaos on the roads.

9. I don't watch ... TV. I get ... information and ... news, etc., from ... Internet. I don't often go to ... cinema, either. I'm interested in ... finance. I heard ... Euro is losing value, compared to ... US dollar.

10. I like Japan. ... crime is quite low there. When I fly to Japan, I usually fly to ... Narita Airport. The last time I was in Japan, I climbed ... Mount Fuji. It was fun. I am tall. ... Japanese are generally shorter than I am.

Plural nouns

Regular nouns	Ends in –s, -ch, - sh, - x, -z	Ends in – f, -fe
<i>add -s</i>	<i>add -es</i>	<i>(remove – fe) add -ves</i>
car-cars dog-dogs book-books apple-apples house-houses	bus-buses match-matches dish-dishes box-boxes quiz-quizzes	leaf-leaves wolf-wolves knife-knives life-lives <i>Exceptions: roof-roofs, cliff-cliffs</i>
Ends in vowel + y	Ends in consonant + y	Irregular nouns
<i>add - s</i>	<i>(remove y) add - ies</i>	
day-days key-keys boy-boys guy-guys donkey-donkeys	city-cities baby-babies story-stories party-parties country-countries	man-men child-children foot-feet tooth-teeth mouse-mice person-people
Ends in vowel + o	Ends in consonant + o	No change
<i>add - s</i>	<i>add - es</i>	
	hero-heroes echo-echoes tomato-tomatoes potato-potatoes exceptions: piano-pianos photo-photos	sheep-sheep deer-deer fish-fish series-series species-species

Exercise 5. Form the plural of the following nouns.

1. one hero, two ... 2. one survey, two 3. one shelf, two ... 4. one cliff, two
5. one oasis, two 6. one swatch, two ... 7. one tomato, two 8. one belief, two ...
9. one stimulus, two 10. one monkey, two ... 11. one play, two ... 12. one calf, two
13. one memorandum, two 14. one delay, two 15. one focus, two

Exercise 6. Read the sentences and fill in the gaps. Use the plural form of the nouns in the list. Use each word only once.

calf, deer, baby, child, man, fish, diagnosis, sheep, radio, knife

1. Baby cows are called
2. It is dangerous to play with very sharp.....
3. Mrs. Smith has three boys and three girls, all in all six
4. Mr. Winchester is a collector of old He loves to listen to them.
5. I saw three trying to cross the highway. They should be in the woods.
6.are animals that produce wool. They also give milk.
7. The doctor made twoafter analyzing the patient for two hours.
8. Rob says that he needs three strongto help him carry the refrigerator upstairs.
9. Rosa is a very talented outdoors person. Yesterday, she caught sixin the river.
10. Fourteenwere born yesterday at Pascack Hospital.

Prepositions of time and place

	IN	ON	AT
TIME	in the morning in the afternoon in (the) summer in 1980 in 1900s in the 17 th century in the Easter holiday in the next century in the future in the 10 years' time	on Monday on Saturday on June 3 rd on 1 st October 2013 on Christmas day on my birthday on Tuesday evening on time on a winter evening on a warm day	at 9 o'clock at 8 am at 6 pm at night at noon/midday at Easter at Christmas at dinner time at dinner at the moment

PLACE	in England in Chinatown in a building in a car in a taxi in a boat in a helicopter in a traffic jam in Time Square in the article	on a bus on a plane on a horse on the phone on the Internet on the television on the floor on the page on the menu on Oxford street	at 365 State Street at the bus stop at the door at the top page at someone's house at the entrance at the crossroads at the front at the back at the bottom
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Prepositions of direction

Preposition	Example
across	walk across the bridge
through	drive through the tunnel
toward	walk toward the exit
up	right up the road
down	tumbled down the hill
inside/in	inside a building
next to	next to the post office
onto	climbed onto the bed
off	jump off the wall
past	past the house
under	sleep under the bed

Exercise 7. Read the sentences and put in the correct prepositions *at / on / in*:

- Columbus discovered America 1492.
- You can see the stars night, if the sky is clear.
- Tom isn't here the moment. He'll be back five minutes.
- The course begins 7 January and ends 10 March.
- Tom's grandmother died 1977the age of 79.
- The price of electricity is going up October.
- Ann works hard during the week, so she likes to relax weekends.

8. I can't be at home the morning. Can you phone me the afternoon instead?
9. Jack's brother is an engineer but he's out of workthe moment.
10. Sunday afternoons I usually go for a walk in the country.
11. Tom doesn't see his parents very often these days- usually only Christmas and sometimes the summer for a few days.
12. The telephone and the doorbell rang the same time.
13. I walk up a lot of stairs everyday. My flat is the third floor and there is no lift.
14. We went to the theatre last night. We had seats the front row.
15. It can be dangerous when children play football the street.
16. I can't find Tom in this photograph.
17. Do you take sugar your coffee?
18. You can find the sports results back page of the newspaper.
19. Sue and Dave got married Manchester four years ago.
20. Paris is the river Seine.
21. Mr. Boyle's office is the first floor. When you come out of the lift, it's the third floor your left.
22. Turn left the traffic lights.
23. In most countries people drive the right.
24. Last year we had a lovely skiing holiday the Swiss Alps.
25. She spends all day sitting the window and watching what is happening outside.

Exercise 8. Read the sentences and fill in the gaps using correct prepositions:

1. Mark lives 810 Oxford Street.
2. The course begins 8 June and ends October.
3. Peter goes to school Monday Friday.
4. Students haven't got any lessons the weekends.
5. Sheila gets up 6.30 every morning.

6. Mike and his family go for a walk the evenings.
7. Michael has got a lot of posters and pictures cars the wall his room.
8. I went to bed midnight and got up 10.00 the morning.
9. Mozart was born Salzburg 1756.
10. There is a car in our house.
11. There is a light the table.
14. Hurry up! We are going to the cinema five minutes.
15. I haven't seen Ann for a few days. I last saw her Tuesday.

Exercise 9. Read the sentences and fill in the gaps using correct prepositions of direction:

1. I placed the glass on the table.
2. Jim went the library yesterday.
3. Jane jumped the swimming pool.
4. I ran class in order arrive on time.
5. We drove the mountains but stopped before we got there.
6. Maggie, our cat, jumped the table.
7. I study hard do well on tests.
8. He dropped the ice cubes the glass of water.

Verb to be

Present	Past	Future
	Affirmative	
I am (I'm) He, she, it is (he's) We, you, they are (we're)	I was He, she, it was We, you, they were	I will ('ll) be He, she, it will ('ll) be We, you, they will ('ll) be

	Negative	
I am not (I'm not) He, she, it is not (he isn't) We, you, they are not (we aren't)	I was not (wasn't) He, she, it was not (wasn't) We, you, they were not (weren't)	I will not (won't) be He, she, it will not (won't) be We, you, they will not (won't) be
	Interrogative	
Am I? Is he, she, it? Are we, you, they?	Was I? He, she, it? Were we, you, they?	Will I be? Will he, she, it be? Will we, you, they be?

Exercise 10. Fill in the verb *to be* in the positive / negative form (in the present tense).

1. You and I.....best friends.
2. All the people on the movie set actors.
3. The painting in that museum well guarded.
4. The woman in these magazinesfamous at all. I wonder why shein them.
5. The milk in these cartons fresh because it from two weeks ago.
6. Some lecturers in the university.....very tough.
7. Don't gaze at blind people as if theyweird. It polite.
8. I sure that your mother and fatherquite amazed by the news. The news.....overwhelming.
9. The software on my new computer.....absolutely terrible.
10. The goods in the store.....quite fascinating.
11. The teachers' room.....full of teachers that eager to start working.
12. Waterless and less found on earth. Unfortunately, humans.....concerned enough about the situation.
13. The files on your desksuper important. Please secure them in a locked safe.

Exercise 11. Put the words in the correct order using the verb to be:

1. dancer / you / a / are / ?
2. architect / she / an / is
3. bus driver / a / Henry / was
4. we / happy / are / very / not / weather / with / the
5. are / you / at / good / English
6. Anna / beautiful / very / is
7. were / dangerous / for / they / us
8. love / I / my / father / much / very
9. my / season / favorite / summer / is
10. we / be / here / will
11. is / she / friend / best / my?
12. She / where / from / is?
13. we / at / university / are / the
14. I / sleep / lot / a / will / tomorrow

Exercise 12. Translate the sentences using the verb to be:

1. Твоя подруга італійка?
2. Я боюся павуків.
3. Вчора в нашому кафе було багато туристів.
4. Пітер буде в Африці наступної зими.
5. Ми ніколи не запізнюємося на уроки малювання.
6. У 2050 році мені буде 70 років.
7. У минулому році вона була моєю сусідкою.
8. Зазвичай в Єгипті дуже жарко.
9. Я народився у вересні.
10. Мої батьки – лікарі.
11. Я був в Парижі в минулому році.
12. Вони були в зоопарку два дні тому.
13. Мої друзі були в школі годину назад.
14. Майк був злий вчора ввечері.
15. Вчора було холодно.
16. Минулого літа Пітер і Джош були в дитячому таборі.

There + to be

Present	Past	Future
	Affirmative	
There is a student There are students	There was a student There were students	There will be a student There will be students
	Negative	
There is not a student There are not students	There was not a student There were not students	There will not be a student There will not be students
	Interrogative	
Is there a student? Are there any students?	Was there a student? Were there any students?	Will there be a student? Will there be any students?

Exercise 13. Read the words and put them in the correct order. Use construction *there is/are, there was/were, there will be*.

1) a birthday/there/cake/on the table/was 2) there/four/in/living/are/chairs/the/room 3) was/a letter/on the table/there/not 4) there/flowers/were/nice/in the vase? 5) some/were/apples/in the fridge/there 6) a kitten/under the tree/there/was? 7) they/be/the/tomorrow/will/stadium/at 8) in the field/a horse/not/was/there 9) there/any people/were/at the bus-stop? 10) there/not/a tiger/in the street/was 11) any children/at the zoo/there/not/were 12) there/a cup of coffee/on the table/was 13) a doll/there/in the box/was? 14) are/windows/any/kitchen/in/the/there 15) will/they/to/school/next/go/the/year

Indefinite (Simple) Tenses

Present	Past	Future
	Affirmative	
I, you work He, she, it works We, you, they work	I, you worked, went He, she, it worked, went We, you, they worked, went	I will work, go He, she, it will work, go We, you, they will work, go

	Negative	
I, you don't work He, she, it doesn't work We, you, they don't work	I, you didn't work, go He, she, it didn't work, go He, you, they didn't work, go	I, you won't work, go He, she, it won't work, go We, you, they won't work, go
	Interrogative	
Do I, you work Does he, she, it work Do we, you, they work	Did I, you work, go Did he, she, it work, go Did we, you, they work, go	Will I, you work, go Will he, she, it work, go Will we, you, they work, go

Exercise 14. Put the verbs in brackets in the right form. Use present simple, past simple, future simple.

1. Whyyou..... (sell) your car last month?
2. What time they (open) the shop on Sundays?
3. It's a really fascinating story. I'm sure you (like) it.
4. I am so tired. I think I..... (go) to bed.
5. Dogs (not fly).
6. I don't think she (understand) the native speaker, she (not speak) English.
7. Can I speak to Mrs. White? No, she (go) out. She (call) you back when she comes back.
8. Jenny (sleep) badly last night.
9. When they (move) out of the house?
10. How many cups of coffee you (have) today?
11. 'I can't move that table'. 'I (help) you.
12. I promise I (tell) you everything when she (leave) the room.
13. How long (she/have) this car?
14. She loves biology and she..... (study) medicine in the future.
15. What time (the film/start)?
16. Sorry, I can't talk now. I (call) you back later.
17. What language Brazilians (speak)?

18. 'Ann is in hospital.' 'Oh really? I didn't know. I (go) and visit her tomorrow.'

19. 'I've got a headache'. 'Wait here, I (get) you some aspirin.'

20. you (see) anybody here yesterday?

Exercise 15. Translate the following sentences using Present Simple, Past Simple, Future Simple.

1. Моллі ходить до Майка кожен день і просто дивується йому. 2. Наука і техніка відіграють ключову роль в забезпеченні раціонального використання води. 3. Урядові органи відіграють провідну роль в розробці стратегій попередження злочинності. 4. Катя дуже рідко ходить куди-небудь, і не через одну лише лінь. 5. Чим далі Ольга просувається, тим заплутаніше здається проблема. 6. По-моєму, тут не може бути значної небезпеки. 7. Френк не знає її навіть в обличчя. 8. Зоя нічого не знає про цей лист. 9. У Джилл немає достатньої суми грошей, щоб переїхати в інше місто. 10. Ми не хочемо, щоб приходила Хелен. 11. І як часто Нік сюди приходить? 12. О котрої години ти добираєшся до станції? 13. Чи розумієш ти, як добре жити на світі! 14. Я не працював вчора, тому що я був хворий. 15. Яку мову Ви вчили в школі? 16. Мій друг купив нову машину в минулому місяці. 17. Чому вони не зробили цю роботу вчасно? 18. Ми не грали в футбол минулої суботи через погану погоду. 19. Чому твоя сестра була так розгнівана вчора ввечері? 20. Я не спав вдома минулої ночі. 21. Ці люди заподіяли нам багато проблем два роки тому. 22. Я бачив тебе з твоїми дітьми в магазині 10 хвилин назад. 23. Вона не зрозуміла моє запитання. 24. Де Ви чули цю пісню? 25. Вони взагалі не кохали один одного. 26. Поїзд прийшов за розкладом три дні тому. 27. Чому вона не танцювала зі своїм чоловіком вчора ввечері? 28. Я не жив зі своїми батьками, коли мені було п'ятнадцять. 29. Чи буду я вільно говорити англійською через 6 місяців? 30. Він купить цю гарну сукню для своєї дружини наступного понеділка. 31. Вони зустрінуть Вашого друга в аеропорту післязавтра. 32. Вона не поїде в Англію в наступному році. 33. Хто піде в кіно з нами сьогодні

ввечері? 34. Можливо, я буду працювати в цій великій компанії. 35. Мій начальник повернеться в офіс через кілька хвилин. 36. Коли ти поговориш зі своїм чоловіком про цю проблему? 37. Кого ти візьмеш з собою в ресторан? 38. Моя сестра не прийде сьогодні додому рано. 39. Я вступлю до цього відомого університету в цьому році. 40. Його батьки не дозволять йому піти в кіно з нами. 41. Він продасть свій будинок і свою машину через кілька місяців. 42. Що ти купиш для своїх дітей на наступних вихідних?

Passive Voice

Present	Past	Future
	Affirmative	
I am + V 3 He, she, it is + V 3 We, you, they are + V 3	I was + V 3 He, she, it is was + V 3 We, you, they were + V 3	I will be + V 3 He, she, it will be + V 3 We, you, they will be + V 3
	Negative	
I'm not + V 3 He, she, it isn't + V 3 We, you, they aren't + V 3	I wasn't + V 3 He, she, it is wasn't + V 3 We, you, they weren't + V 3	I won't be + V 3 He, she, it won't be + V 3 We, you, they won't + V 3
	Interrogative	
Am I + V 3? Is he, she, it + V 3? Are we, you, they + V 3?	Was I + V 3? Was he, she, it is + V 3? Were we, you, they + V 3?	Will I be + V 3? Will he, she, it be + V 3? Will we, you, they be + V 3?

Exercise 16. Look at the structure of emphatic construction and translate the sentences into Ukrainian:

<p style="text-align: center;">who</p> <p style="text-align: center;">It is (was)</p> <p style="text-align: center;">that</p>
--

Example: It was Popov who invented the radio.

Саме Попов винайшов радіо.

1. It was he who came the first.
2. It was in the garden that we met.

3. It is the knowledge that makes us strong.
4. It is Tom who was responsible for that.
5. It is the work he did that attracted her.
6. It is the TV that wakes me up every morning.
7. It was me who spoiled the party.
8. It was the principle who organized the school concert.

Exercise 17. Read the sentences and change them from Active into Passive voice.

1. We hear a sound of a violin in the hall.
2. His father always praises him when he works hard.
4. She found the envelope at last behind the dining-room clock.
5. I bought this book a week ago.
6. My sister often takes Bob for his brother.
7. They will discuss your report next week.
8. The secretary will change our timetable in a week.
9. They make these artificial flowers of silk.
10. They feed the seals at the zoo twice a day.
11. A great artist painted this picture.
12. John broke the window the other day.
13. The lawyer will give him the details of his uncle's will.
15. The closure of the workshops will make a lot of people redundant.
16. We use this room for special occasions.
17. In some districts farmers use pigs to find truffles.
18. The police will interview him tomorrow.
19. They told me an interesting story yesterday.
20. They will show us some new magazines.

Exercise 18. Use the words in the box to complete the sentences with phrasal verbs:

ACROSS – AFTER – AWAY – BACK – DOWN – INTO – OFF – ON – OUT – OVER – UP – FOR

1. We were lucky that the bomb didn't blow
2. He missed so much at school that he found it difficult to catch
3. When I read the book I came a word I had never seen before.
4. Would you like to stay at home or eat tonight?
5. Could you turn the volume - I'm trying to work.
7. I'll call you later when I'm not so busy.
8. Could you look the baby for a few hours ?
9. Burglars broke the new house on High Street.
10. Jerry hung without

even saying goodbye. 11. I asked the author when her new book was coming
12. I don't think you can do something that's wrong and get with it. 13. I
was looking my briefcase, but I couldn't find it. 14. We watched as the planes
took from the airport. 15. I don't feel well. I think I'll lie for a while.
16. Cars should be kept of the city center. They don't belong there. 17. It can
take weeks to get an illness like that. 18. Don't get nervous. We'll work
a solution to the problem. 19. I trusted him but then he let me 20. Put your
clothes and scarfs - it's cold outside.

Exercise 19. Read the sentences and translate them using the correct Passive form and prepositions:

1. Щороку в Києві будується багато нових будинків. 2. На жаль, Ви не запрошені на вечірку. 3. Англійською говорять у всьому світі. 4. Зазвичай мені задають багато питань про цю проблему. 5. У наш час космос досліджується багатьма країнами. 6. У цій школі викладають три іноземні мови. 7. У нашій родині їдять багато хліба. 8. Як часто друзі запрошують тебе в кіно? 9. Найважливіші речі не обговорюються без нього. 10. Чому ці правила завжди забувають? 11. Робота була зроблена вчасно. 12. Африка була досліджена в дев'ятнадцятому столітті. 13. Я сподіваюся, цей мобільний телефон не був зроблений в Китаї. 14. Двері були відчинені іншим ключем. 15. Нас не запросили на концерт позавчора. 16. Торт був розрізаний цим гострим ножом. 17. Мою сестру знову не зустріли в аеропорту. 18. Вас попросять розповісти про свою подорож. 19. Всі Ваші помилки будуть виправлені викладачем. 20. Цей фільм буде показаний у всіх кінотеатрах. 21. Ця музика буде чутна з кожної хати на Різдво. 22. Мого брата відправлять до Англії в наступному році. 23. Моя квартира була прибрана до 6 години вчора. 24. Робота буде зроблена на восьму годину післязавтра. 25. Вам зададуть це питання до кінця уроку.

Exercise 20. Translate the sentences using verbs in Present, Past or Future Simple Passive.

1. Мені поставили кілька запитань, які здалися мені досить складними. 2. Не розумію, чому про цього художника так багато говорять. 3. Коли Вам продиктували це завдання? 4. Нам не пояснили, як пройти до метро, тому ми заблукали. 5. Його запитали, коли буде отримана посилка. 6. Треба подивитися правопис цього слова в словнику. 7. Хворого довелося негайно оперувати. 8. Йому повідомлять ці новини, як тільки він повернеться з відрядження. 9. Боюся, тепер нічого не можна змінити. 10. Чому над ним завжди насміхаються? 11. Книги цього відомого письменника перекладені багатьма мовами. 12. Нам дуже докладно описали подію. 13. На уроці нам пояснили нове правило. 14. Нам покажуть проект нового стадіону? 15. Вона боялася, що над нею будуть сміятися.

READING AND DISCUSSION

Vocabulary

1.	although	хоча; незважаючи на те, що	<i>Although she smiled, she was angry</i>
2.	currently	1. тепер, зараз; 2. легко, вільно	<i>The server may be currently overloaded with requests or there is no Internet connection.</i>
3.	requirement	1. вимога, необхідна умова; 2. потреба	<i>The new computer system will meet all our requirements.</i>
4.	occupation	заняття; рід або вид діяльності; професія;	<i>Please tell us your name and occupation.</i>
5.	scientific	науковий	<i>We believe in investing in scientific research.</i>
6.	set to set	набір ставити, поміщати, класти	<i>The set of features may vary from region to region.</i>

7.	feature	особливість, характерна риса; ознака	<i>The map showed roads and other features.</i>
8.	level	рівень	<i>The list allows you to select one of the three levels.</i>
9.	day to day	повсякденний	<i>His day-to-day life is based on ritual.</i>
10.	to survive	пережити, вижити, вціліти; продовжувати існувати	<i>We have to change the corporate structure to survive.</i>
11.	environment	середовище, оточення	<i>We should respect the environment.</i>
12.	to include	містити, включати	<i>The parameter does not include any personal information.</i>
13.	to equip	обладнувати; споряджати; оснащувати, постачати	<i>The rooms are equipped with video cameras.</i>
14.	skill	майстерність, уміння	<i>Listen to word pronunciation to improve your speaking skills.</i>
15.	to acquire	здобувати; одержувати; досягати; опановувати	<i>The old word has acquired a new meaning.</i>
16.	likely	імовірно	<i>He'll very likely be late.</i>
17.	couple	пара, парні предмети; два	<i>This program allows you to fill in any form – a questionnaire, an application form – easily in a couple of minutes.</i>
18.	confident	упевнений	<i>He was fully confident in his success.</i>
19.	kind	різновид, вид	<i>This kind of work exhausts me.</i>
20.	to describe	описувати, характеризувати	<i>This section describes the data and their properties.</i>
21.	to explain	пояснювати, тлумачити, роз'яснити	<i>Let me explain it this way.</i>
22.	separate	окремий; ізольований	<i>Save each page into a separate file with the same name.</i>

23.	demand	1. вимога, запит 2. потреба	<i>Small cars are in great demand.</i>
24.	complex	складний, комплексний	<i>This option is recommended for documents with complex structure.</i>
25.	necessarily	обов'язково, неодмінно	<i>That is not necessarily true.</i>
26.	proficiency	досвідченість, уміння	<i>Nick's proficiency with computers is well-known.</i>
27.	literacy	грамотність	<i>Their goal is to achieve basic literacy.</i>
28.	objective	мета, ціль, завдання	<i>The degree program has two main objectives.</i>
29.	to vary	змінювати; мінятися, відрізнятися	<i>The available options may vary depending on your selection.</i>
30.	to avoid	уникати	<i>You are required to take all measures to avoid and reduce damages.</i>
31.	like	1. як 2. подібний, схожий	<i>She's not at all like her sister.</i>
32.	impartial	неупереджений, справедливий	<i>It can help to have an impartial third party look over your work.</i>
33.	to link	зв'язувати	<i>The railway line links the two towns together.</i>
34.	talk	доповідь, бесіда	<i>His talk was not so interesting for everybody.</i>
35.	cohesion	зв'язок	<i>There was a lack of cohesion in their family.</i>
36.	genre	стиль, жанр	<i>This book is a classic of the mystery genre.</i>
37.	research	дослідження, науково- дослідна робота	<i>We need to carry out more research.</i>
38.	ability	здатність, спроможність	<i>Note, however, that this option limits the ability to change the text and formatting of the document.</i>

39.	probably	імовірно	<i>If the file is in the right location and you have access to the file, most probably the file is corrupted.</i>
40.	to entail	спричиняти; викликати	<i>The project will entail considerable expense.</i>
41.	consistency	послідовність, логічність	<i>Practice will ensure greater consistency of performance.</i>
42.	to refer	1. звертатися 2. посилалися	<i>Please refer to the training manual if you have any questions about your job.</i>
43.	commonly	звичайно, зазвичай	<i>“United States of America” is commonly abbreviated to “USA”.</i>
44.	unique	єдиний у своєму роді, унікальний	<i>Everyone has a unique fingerprint.</i>
45.	to cause	викликати, спричиняти	<i>The illness is caused by a virus.</i>
46.	average	1. середній 2. звичайний	<i>Brightness – an average value of 50% is good nearly in all cases.</i>
47.	manual	посібник; довідник	<i>We recommend to use manuals in these languages.</i>
48.	commercial	торговельний, комерційний	<i>The film was a huge commercial success.</i>
49.	to prescribe	пропонувати, рекомендувати	<i>The doctor prescribed steroids for my ear trouble.</i>
50.	mechanical	1. механічний 2. технічний	<i>The mechanical watch needs rewinding every day.</i>

Exercise 21. Read and translate the following word combinations.

a) Although I may be late, currently being used, requirement for accuracy, basic occupation, scientific method, a set of dish, characteristic feature, at sea level, from day to day, to survive an accident, a healthy environment, to include as a component

of, to equip a ship, to impart a new skill to the students, to acquire citizenship, likely error, a couple of days ago, confident of victory, a new kind of music, to describe a picture, to explain a lesson, separate rooms, on demand, the complex mosaic of world cultures, not necessarily.

b) A high level of proficiency in English, computer literacy, economic objective, to vary in size, to avoid law, to read smb. like a book, impartial game, to link in a chain, flow of talk, high cohesion, literary genre, research institute, ability to adapt, he'll probably come, to entail a loss, consistency of data, to refer to a map, commonly known, unique expression, to cause suspicion, of average height for his age, project manual, commercial risk, to prescribe a diet, mechanical power.

Exercise 22. Match column A and column B to find synonyms.

A	B
to avoid	type
to vary	now
day to day	done by machine
unique	to contain
manual	profession
separate	guidebook
to link	to stay away
requirement	aim
set	to change
like	to offer
commonly	speech
probably	certain
kind	to connect
mechanical	pair of things

to prescribe	singular
to include	usually
currently	ability
confident	to result in
couple	similar
talk	group
occupation	necessity
to entail	daily
objective	isolated
skill	likely to happen

Exercise 23. Match column A and column B to find antonyms.

A	B
mechanical	inability
to link	to lose
complex	incompetence
skill	to enter
to acquire	different
confident	silence
separate	to disconnect
proficiency	discontinuity
to vary	incapacity
to avoid	manual
like	unusually
talk	ordinary

cohesion	simple
ability	uncertain
probably	common
commonly	to be equal
unique	unlikely

Exercise 24. Translate the following word combinations into English.

a) Складний вибір, пояснювати значення, кожна окрема сторінка, необхідно знати обов'язково, запит та пропозиція, характеризувати ситуацію, різновид мови, упевнений у своїх знаннях, упродовж пари хвилин, ймовірно буде дощ, одержувати нову назву, комп'ютерні навички, обладнати лабораторію, містити інформацію, навколишнє середовище, пережити війну, повсякденні справи, професійний рівень, особливості програми, набір інструментів, науково-дослідна робота, улюблене заняття, необхідна умова для роботи, неможливо зараз використовувати, незважаючи на погодні умови.

b) Механічні частини, рекомендувати підручник, торговельний центр, довідник з математики, середній бал, викликати усмішку, унікальна бібліотека, звичайно використовувати влітку, посилатися на статтю, послідовність дій, спричиняти незвичайні події, ймовірно кращий підручник, здатність виконати завдання, дослідження навколишнього середовища, класичний жанр, зв'язок у реченні, наукова доповідь, зв'язувати два міста, неупереджена сторона, схожий на інших, уникати помилок, змінювати свій вибір, мета завдання, грамотність студента, досвідченість його сестри.

Exercise 25. Fill in the gaps and translate sentences into Ukrainian.

avoids, levels, cohesion, currently, couple, literacy, set, proficiency, occupations,
describe, scientific, complex, day to day, explain, include

1. English is the language most often taught as a foreign language.

2. Knowledge of English has become a requirement in a number of
3. A lot of journal articles are written in English.
4. We use a of words for social purposes.
5. English has various features on different linguistic
6. Everyday English is the language that people use in communication.
7. Everyday English can different social skills.
8. It will take a of years to develop social English skills in listening, speaking, reading, and writing.
9. Language may be used to an object or situation, describe a process or how something work, something.
10. Academic English demands more structure.
11. A student with social English may not necessarily have the academic English proficiency.
12. English is used in the world as a language of research, study, teaching and universities.
13. Academic language colloquialisms.
14. There are linking words which give the text
15. The ability to write in an academic style helps an individual gain competency.

Pre-text discussion

1. Why is it important to learn foreign languages?
2. What foreign languages can you speak?
3. How many of them would you like to know?
4. Why are foreign languages socially demanded today?
5. Is it difficult to learn languages? Why?

TEXT

SOCIAL ENGLISH AND ACADEMIC ENGLISH

Although in most countries English is not an official language, it is currently the language most often taught as a foreign language. In the countries of the EU

(European Union), English is the most widely spoken foreign language in nineteen of the twenty-five member states where it is not an official language. A working knowledge of English has become a requirement in a number of occupations and professions such as medicine and computing. English has become so important in scientific publishing that more than 80 percent of all scientific journal articles were written in English.

All languages have a set of words that we use for social purposes and another set we use in academic contexts. In the development of the language, English has shown variation with a number of features on different linguistic levels.

Social (everyday) English is the language that an individual uses in day to day communication to survive in an English speaking environment. Situations of using everyday English can include talking to friends and relatives, buying things at stores or asking someone for directions. This use of language allows the learners to equip themselves with social survival skills. Social English is acquired through regular and thematic use. It may start developing within a few months. However, it will likely take a couple of years before fully develop social English skills in listening, speaking, reading, and writing. So, Social English is the language of everyday communication in oral and written forms.

However, you may be confident in using English in everyday situations, but the kind of English you need for study is rather different. It is what is known as 'academic English' and is the type of English you need for reading and understanding your study materials and writing about your subject. Academic English is different from everyday spoken English. It may be used to describe an object or situation, describe a process or how something work, explain something.

Academic English and social English are not two separate languages. They are different forms of English that a learner of this language needs to acquire. Academic English is more demanding and complex than social English. A student with social English proficiency may not necessarily have the academic English proficiency. Academic English helps an individual gain literacy competency and make advancements in formal education.

The objective and the nature of complexity in both these forms of English vary a lot. Academic English is different from other types of English and it often has features like these:

- it uses formal academic language and avoids colloquialisms
- it usually avoids 'I' and is written in the third person and often uses impersonal structures
- it is objective and impartial
- it often uses the passive voice
- the texts are well structured
- there are well developed paragraphs which often start with a strong topic sentence
- there are linking words which give the text cohesion.

Academic English is the genre of English used in the world of research, study, teaching and universities. The ability to write in an academic style is something you develop as part of your university study. If you read an article in an academic journal or listen to someone giving a presentation or a talk about an academic subject in an academic environment, Academic English is probably being used. If you are studying in an English speaking university (or going to) you will need to learn this type of English. Native English speakers also have to learn Academic English too because it is not like the English that is used every day by English speakers.

Exercise 26. Answer the questions.

1. What language taught as an official in many countries?
2. What knowledge becomes as a requirement in a number of occupations?
3. Where has English become so important?
4. What variation has English shown?
5. What for do we use social English?
6. When may social English developing start?
7. What forms of communication does Social English include?
8. What kind of English do you need for studying?

9. What allows the learners to equip themselves with social survival skills?
10. How long will it take you to get fully developing of Social English?
11. What for may be Academic English used?
12. How can we differ Academic English from Social English?
13. Where can we use Academic English?
14. What ability can you develop as part of your university study?
15. Is it necessary for native English speakers to learn Academic English?

Exercise 27. Fill in the table with the following statements.

Social Language	Academic Language
In everyday interactions in spoken/written form	In textbooks, research papers, conferences in spoken/written form

- For everyday conversation
- Don't use slang
- Appropriate for written papers, classwork, homework
- Can use slang expressions
- Used in school/work conversations
- Can be repetitive
- Sentences don't follow grammar conventions necessarily, with phrases like, "you're hungry?"
- Uses sentences
- Very formal and more sophisticated in its expressions, such as words like "appropriate," "studies," "implementation"
- Can use phrases
- Used to write to friends, family, or for other social purposes
- Informal, such as words like "cool," "guy," "kidding")
- Sentences begin with appropriate transitions, like, "moreover" or "in addition")
- Uses a variety of terms

Exercise 28. Make a plan and retell the text.

Exercise 29. Read the text and write an abstract of the text (no more than 100 words).

Supplementary text A

What is Academic English?

‘Academic English’ is the type of English you need for reading and understanding your study materials and writing about your subject. Academic English also called English for Academic Purposes (EAP) entails training students, usually in a higher education setting, to use language appropriately for study. It is one of the most common forms of English for specific purposes. Effective Academic English depends on producing the most appropriate style for your purpose and audience. It includes consistency, the right level of formality, expressing ideas precisely, being concise and objective.

Academic language (American English for **Academic English**) refers to the oral, written, auditory, and visual language proficiency required to learn effectively in universities and academic programs i.e., it’s the language used in lectures, seminars, books, and journals. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue). This language needed by students to understand and communicate in the academic disciplines.

Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language. There are ten main features of academic writing that are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately. It is also well organised and planned.

Exercise 30. Skim the text to understand what it is about.

Supplementary text B

What is Technical English?

There is no predefined term like “Technical English”. There is no commonly accepted definition of Technical English but in broad terms, Technical English can be applied successfully to any sort of English that goes deep into technical parts of a given subject or profession. Many courses in technical English area target specific careers. Each job has its own unique vocabulary and grammar. Therefore, technical English differs based on the field. The term “technical English” describes a common language core that is used in a number of technical professions such as scientists, technicians, technologists, and operators.

Technical English for engineers is especially important today. Primarily it helps people in technical and industrial occupations communicate more effectively. Many standard English terms can have several different meanings, and English grammar uses complex structures. This may cause confusion among non-native readers. In everyday life, this may not be a big issue, but when it comes to security and safety (think flying an aircraft), major problems can arise out of communication difficulties or misinterpretations. No matter how complex the topic, technical English will break it down to simple ingredients (but despite being simple, those ingredients won’t always be clear for the average speaker).

Simplified Technical English was first developed as a controlled form of English for the aviation industry at the initiative of the European Association of Aerospace Industries in the 1980s. Its goal was to help non-native speakers of English better understand technical manuals and instructions. Most maintenance manuals are written in technical English to ensure the instructions they provide are unambiguous and clear.

Over time, Simplified Technical English spread from the aviation and aerospace sector to other industries who also relied on ease of understanding, primarily the engineering and technology sectors.

In 2005, this language variant was renamed to ASD Simplified Technical English, or STE as we know it today. Simplified Technical English is used as a guideline by many writers of technical documentation and is also prescribed by several military and commercial specifications. It is also becoming increasingly common in the software and information technology (IT), automotive and

Exercise 31. Fill in the table containing some information about Social English, Academic English and Technical English.

	Social English	Academic English	Technical English
<i>Where is used</i>	In everyday life	In textbooks	In manuals and instructions
<i>Who uses</i>			
<i>Features (vocabulary, grammar)</i>			

Exercise 32. Translate sentences into English.

1. Майже у всіх країнах Європи друга іноземна мова є англійська.
2. Англійська мова є основною у науково-дослідницьких публікаціях.
3. Усі мови мають набір слів, характерних для соціальних або академічних цілей.
4. Щоденна англійська допомагає спілкуватися в іншомовному середовищі.
5. Щоденна англійська починає розвиватися за декілька місяців.
6. Для навчання вам потрібна академічна англійська.
7. Академічна англійська – це мова для читання та розуміння навчальних матеріалів.
8. Щоденна англійська та академічна англійська – це різні форми англійської мови.

9. Академічна англійська відрізняється від інших видів англійської мови.

10. Книжки та підручники використовують академічну мову.

11. Академічне письмо аргументоване та добре організоване.

12. Кожна професія має свій унікальний словник.

13. Технічна англійська використовує в основному термінологію.

14. Багато англійських термінів мають декілька значень.

15. Спрощена технічна англійська використовується у технічній документації.

SPEAKING

I. Hans went on holidays to Switzerland last winter. While he was there he visited different places and bought some souvenirs. Look at the prompts and tell the story about what Hans did on holidays, *a, an, some or the* where necessary.

- go/lake Thun
- taste/Swiss cheese
- buy/Swiss chocolate
- look round Chilton Castle on Lake Geneva
- take photos/Bernese Alps
- buy/ antique clock.

II. Giving directions

Certain phrases are commonly used when people give directions. Notice the examples of prepositions used in each phrase.

Go **down** this road.

Take the second road **on the right**.

You need to go **over the road**.

Go **past** a monument.

It's **on the left**.

1. Complete the directions with the prepositions in the box.

So, first cross this big road here. There`s a crossing over there that you can use or you can go the subway, under the road. Then walk the edge of the park and an old church until you come some traffic lights. Turn left the lights and go straight on. It`s your right - directly a big bookshop. You can`t miss it.

2. Work in pairs. Student A is a foreigner, Student B lives in this city. Student A wants to get from the airport to the park in the city center. Act the dialogue. Student A asks how to get to the park and Student B gives directions.

3. Choose one of the topics below and give directions:

- *from the railway station to the university;*
- *from the university to the dormitory;*
- *from the dormitory to the nearest supermarket;*
- *from the railway station to the city center.*

III. Describing a photo.

SPEAKING FOCUS

Beginning a description

In this photo, I can see .../there is .../there are ...

This photo shows ...

Saying where (place)

There are ... so I think they`re in a street/in an art gallery/ at a concert, etc.

Saying where (in the photo)

in the background/in the middle/in the foreground/

on the left/on the right/in front of/behind/next to

Speculating

He/She looks shy/bored/tired, etc. She`s probably ... Perhaps/Maybe/I imagine/I`m sure he`s very proud.

Giving your opinion

I think ... I don`t think ... Personally, ... In my opinion, ...

1. Look at the photos and answer the questions.

1 Who are the people?

2 Where are they?

3 What are they doing?

Picture 1.



Picture 2.



Picture 3.



2. Complete sentences 1–3 in as many ways as possible with the adjectives in the box. Some adjectives can be used more than once.

bored crowded empty excited famous shy friendly frightened happy irritated miserable nervous noisy proud quiet tired young

- | | |
|-------------------------|--------------------------|
| 1 (describing people) | He or she is ... |
| 2 (describing feelings) | He or she is feeling ... |
| 3 (describing places) | It is ... |

3. Complete the description with words and phrases in the SPEAKING FOCUS.

¹In this photo I can see a street artist drawing a portrait on the pavement. ²
..... there are some people watching him. They're wearing shorts and T-shirts, so ³..... . The street is quite crowded, so perhaps this is a tourist area. The street artist has got dark hair and he's wearing jeans and a bright green T-shirt. ⁴ quite young. ⁵ him is a picture and he's copying it. ⁶ he's a very good artist. ⁷ he's going to collect money from the people who are watching him. ⁸ , I'd give him some money because I think he's done a good job.

4. Discuss the questions about Photo C.

- 1 Who do you think the man sitting on the right is?
- 2 Describe a time when you saw a street artist.
- 3 Do you give money to street artists or other street performers? Why?/Why not?

5. Work in pairs.

Student A: describe Photo A. Student B: describe Photo B. Use the SPEAKING FOCUS to help you.

6. Follow the instructions below.

Student A: Ask Student B the following questions:

- What kind of music do you enjoy listening to and who is your favourite band or singer?
- Describe a time when you were at the concert.

Student B: Ask Student A the following questions:

- What kind of art do you like and why?
- Describe a time when you visited a gallery or Museum.

IV. What is this story about?

1. Look at the headlines and discuss what you think each story is probably about.

- a) Dog was awarded medal by the Queen;*
- b) Man was arrested after stealing ten kilos of bananas;*
- c) Rocket was launched on 100-year journey;*
- d) Cure for rare disease was accidentally discovered;*
- e) Science company offices were damaged in fire investigated by the police.*

2. Choose one of the heading from Ex. 1 and tell your story using Passive Voice.

V. Speaking about inventions.

1. Group work. Students work in groups of 3 or 4. Each group chooses 2 inventions from the list and prepares a short presentation about each of the items using Passive Voice. Their presentation should include the following:

- when thing was invented;*

- *who it was invented by;*
- *how it was invented;*
- *why it is important.*

List of the inventions:

- the Internet (most recent)
- light bulb
- telephone
- refrigerator
- braille
- thermometer
- microscope
- printing
- paper
- wheel

UNIT 2

Grammar: Degrees of comparison, Types of questions,

Continuous Tenses, Continuous Passive

Text: English as a Global Language.

Supplementary text A: Various English Language Dialects From Around The World.

Supplementary text B: History of the English Language.

Speaking: Telling a story, Showing interest, Asking follow-up questions,

Comparing things and people.

READING EXERCISES

Exercise 1. Practise reading the following two-syllable words:

Human, language, Europe, careful, method, design, subject, supply, extreme.

Exercise 2. Practise reading the following many-syllable words:

Influence, typical, century, quantity, difficult, equivalent, energy, industry, practical, development, especially, technology, experiment, importance, efficient, universal, commercial, generate, application, extensive, technical.

Exercise 3. Memorize the spelling and pronunciation of the following words:

Era ['ɪərə] – ера, theory ['θɪəri] – теорія, idea [aɪ'dɪə] – ідея, ethnic [e'θnɪk] – етнічний, gigantic [dʒaɪ'gæntɪk] – гігантський, throughout [θru:'aʊt] – повсюди, certain ['sə:tn] – певний, technique [tek'ni:k] – техніка, метод.

GRAMMAR

Degrees of comparison of adjectives

Positive	Comparative	Superlative
<i>Short vowels</i>		
wet big	wetter bigger	wettest biggest

<i>Double vowels or consonants</i>		
clean long	cleaner longer	cleanest longest
<i>Words ending in –e:</i>		
nice simple	nicer simpler	nicest simplest
<i>Words ending in –y:</i>		
early pretty	earlier prettier	earliest prettiest

Positive	Comparative	Superlative
<i>Words ending in – ful, - ing, - ed:</i>		
useful boring tired	more useful more boring more tired	the most useful the most boring the most tired
<i>Words of three or more syllables:</i>		
expensive comfortable	more expensive more comfortable	the most expensive the most comfortable
<i>Exceptions:</i>		
good (well) bad many/much little/few far old	better worse more less farther/further older/elder	the best the worst the most the least the farthest/furthest the oldest/eldest

Exercise 4. Complete the sentences. Use the comparative forms of the words in the box. Use *than* where necessary.

big early high important interested peaceful reliable serious slowly thin long worse careful quietly than

1. I was feeling tired last night, so I went to bed *earlier than* usual.
2. I'd like to have a *more reliable* car. The one I have keeps breaking down.
3. Unfortunately the problem was we thought at first.

4. You look Have you lost weight?
5. We don't have enough space here. We need a apartment.
6. James doesn't study very hard. He's in having a good time.
7. Health and happiness are money.
8. Getting a visa was complicated. It took longer than I expected.
9. I like living in the country. It's living in a town.
10. Sorry about my mistake. I'll try and be more ... in future.
11. You're talking very loudly. Can you speak more?
12. I'm sorry I don't understand. Can you speak, please?
13. In some parts of the country, prices are in others.
14. I'm a pessimist. I always think things are going to get
15. We were busier usual in the office today. It's not usually so busy.

Exercise 5. Complete the sentences. Use a superlative (-est or most ...) or a comparative (-er or more ...).

1. We stayed at the cheapest hotel in the town. (cheap)
2. Our hotel was cheaper than all the others in the town. (cheap)
3. I wasn't feeling well yesterday, but I feel a bit today. (good)
4. What's thing you've ever bought? (expensive)
5. I prefer this chair to the other one. It's (comfortable)
6. Amy and Ben have three daughters. is 14 years old. (old)
7. Who is the person you know? (old)
8. What's way to get to the station? (quick)
9. Which is- the bus or the train? (quick)
10. I can remember when I was three years old. It's memory. (early)
11. Everest is mountain in the world. It is than any other mountain. (high)
12. A: This knife isn't very sharp. Do you have a one?
B: No, it's one I have. (sharp)

Exercise 6. Choose the correct form of the comparative or the superlative degree.

1. I can't walk any (far) without having a rest.
2. (near) house is a few miles away.
3. My uncle was (old) son in the family.
4. This is (old) theatre in London.
5. For (far) information consult the reference book.
6. My sister's husband is five years (old) than mine.
7. Do you know (late) news?
8. We can discuss our mistakes at (near) lesson.
9. John's (old) brother is my classmate.
10. Can you move a little (near) to the camera.
11. Alice was (late) to come.
12. This house is one of (old) in the district.
13. Your house is (far) from the station than I thought.
14. My (old) sister has a family of her own. She doesn't live with us.
15. Let's start the discussion of (near) item on the agenda.
16. My (old) brother is five years (old) than me and my (old) brother is only two years (old). We are all great friends.
17. Can you phone him (late) in the evening? He's very busy now.
18. Do you see that red house, (far) from here? This is the one you need.

Exercise 7. Translate the following sentences into English using the correct form of comparative or superlative degree of adjectives:

1. Венеція – одне з наймальовничіших міст в світі.
2. Трилери більш популярні серед чоловіків, ніж серед жінок.
3. Наша квартира набагато менше вашої, в ній тільки одна кімната.
4. Яка кімната у вашій квартирі найбільша?
5. Ця вправа така ж важка як і та?
6. У ваших сусідів стільки ж дітей, скільки і у вас?
7. Ваш друг робить менше помилок, ніж Ви. Будьте уважнішими!
8. У вихідні я не встаю так рано, як у будні.
9. Кожен день я розмовляю зі своєю кращою

подругою по телефону. 10. Давайте поїдемо на поїзді. Це набагато дешевше, хоча і повільніше. 11. Бесс заробляє менше свого чоловіка. 12. Вона більше зайнята, ніж її молодша сестра. 13. Майк один з найрозумніших студентів в нашій групі. 14. У цих краях вересень такий же жаркий, як і серпень? Ні, у вересні тут набагато холодніше, ніж влітку. 15. Наш будинок такий же зручний, як будинок наших сусідів, але він трохи більший. 16. У цій кімнаті набагато менше меблів, ніж в тій. Тут світліше. 17. Де краще ловити рибу: в озері або в річці? 18. Влітку набагато легше вставати рано, ніж взимку. 19. Моя дочка не така висока, як ця дівчинка. 20. Цей фільм не гірше того, який я бачила минулого тижня. 21. Це найкоротший шлях до станції? 22. Це завдання не так просте, як здається. 23. Я думаю, це найкрасивіший парк в Києві. 24. Зазвичай погода в липні набагато краща, ніж в серпні. 25. Мій брат такий же красивий і сильний, як і твій.

Types of questions

The place in the sentence Type of the question	I	II	III	IV	V
Yes/No question	Auxiliary verb <i>Did</i>	Subject <i>they</i>	Predicate <i>watch</i>	Other part of speech <i>TV last night?</i>	
Alternative question	Auxiliary verb <i>Did</i>	Subject <i>they</i>	Predicate <i>stay</i>	Other part of speech <i>in London or in Brighton?</i>	
Wh-question	When Why Where How How many/much What	Auxiliary verb	Subject	Predicate	Other parts of speech

	Which How often <i>When</i>	<i>will</i>	<i>we</i>	<i>have</i>	<i>lunch?</i>
Wh-question to the subject	Who What <i>Who</i>	Predicate <i>helped</i>	Other parts of speech <i>you</i>	<i>with the boxes?</i>	
Tag question	Affirmative sentence <i>She sent him an invitation</i> Negative sentence <i>Jane isn't in France</i>	,	Auxiliary verb <i>did</i> Auxiliary verb <i>is</i>	not <i>not</i> the pronoun <i>she?</i>	the pronoun <i>she?</i>

Exercise 8. Read the sentences and make four types of questions for each of them (yes/no question, alternative question, wh-question, tag question):

1. Mary and her brother watches cartoons every Sunday morning.
2. The US President visited our country three times in the last two years.
3. The students are in the classroom. They are talking to their teacher.
4. I will go to the cinema if you help me with the housework.
5. Yesterday I was working in the garden.
6. This time on Monday she will be cooking meals at the restaurant.
7. The internet is used for social networking, especially by young people.
8. A simple small house was built by a poor family.
9. Christmas is coming and much more goods is being displayed in shops.
10. On Sunday at 9.30 Jane and her mum were tidying the house.

Continuous Tenses

Present	Past	Future
	Affirmative	
I am working He, she, it is working We, you, they are working	I was working He, she, it was working We, you, they were working	I will be working He, she, it will be working We, you, they will be working
	Negative	
I am not working He, she, it is not working We, you, they are not working	I was not working He, she, it was not working We, you, they were not working	I , you won't be working He, she, it won't be working We, you, they won't be working
	Interrogative	
Am I working? Is he, she, it working? Are we, you, they working?	Was I working? Was he, she, it working? Were we, you, they working?	Will I, you be working? Will he, she, it be working? Will we, you, they be working?

Exercise 9. Read the sentences and fill in the gaps using Present, Past, Future Continuous Tense:

- Now the girl (try) a new skirt.
- At 5.00 last Sunday Adam (play) hockey.
- At 3.00 tomorrow Ben (sleep).
- They (write) the test at this moment.
- He (work) in the garden from 2 till 5 yesterday.
- Students (speak) English the whole lesson tomorrow.
- The boys (not/play) football now.
- At 8.00 next Monday the committee (discuss) this question.
- At 2.00 yesterday children (do) their home task.
- At 7.00 previous evening I (watch) a new comedy.

Exercise 10. Put the words in the correct order and write one sentence in each tense (positive, negative or question form):

1. make pizza kitchen Paul

Example: Paul was making pizza in the kitchen

(+) Past Cont.

(-) Present Cont.

(?) Future Cont.

2. film cinema aunt watch

(-) Past Cont.

(?) Present Cont.

(+) Future Cont.

3. friend Terri phonebook add

(?) Past Cont.

(+) Present Cont.

(-) Future Cont.

4. spend beach time Harriet

(+) Past Cont.

(-) Present Cont.

(?) Future Cont.

5. morning brother drive Leicester

(-) Past Cont.

(?) Present Cont.

(+) Future Cont.

Exercise 11. Translate the sentences using Present, Past and Future Continuous Tense:

1. Зателефонуйте йому зараз. Я думаю, він ще не спить.
2. Зараз я багато працюю. Я здаю екзамени.
3. Він не бачить, що я дивлюся на нього. Він щось читає з великим інтересом.
4. Де Ніна? – Вона займається англійською. По п'ятницях у неї завжди уроки англійської.
5. Слухай. Телефон дзвонить.
6. З ким вона розмовляє? – З її босом.
7. Чоловік дивиться на вас. Ти знаєш

його? 8. Що ти слухаєш? – Слухаю народні пісні. Мені вони дуже подобаються.

9. Ти йдеш до університету? – Ні. Я йду до бібліотеки. 10. Вона дуже розсіяна. Вона постійно втрачає речі. 11. Вчора ввечері йшов сильний дощ, і ми не змогли піти на стадіон. 12. Ми не зрозуміли один одного. Я чекав його в будівлі університету, а він в цей час чекав мене на вулиці. 13. Він каже, що не зможе прийти завтра о 2 годині, адже буде давати урок в цей час. 14. Стюардеса попросила пасажирів пристебнути ремені, так як літак йшов на посадку. 15. Ти вчора ввечері був удома? – Ні, я ходив до театру. Мені дуже сподобався спектакль. Гра акторів була чудовою. 16. Коли ти був у відпустці останнього разу? – Минулої зими. – Як ти її провів? – Прекрасно. Ходив на лижах, катався на ковзанах. 17. Я буду чекати тебе біля входу о 7 годині. 18. Вчора я запізнився на урок англійської мови. Коли я прийшов, студенти писали твір. 19. Чи йшов дощ, коли ти вийшов з дому? 20. Він спускався вниз по сходах, коли я його побачив! 21. З ким ти розмовляв, коли я зустрів тебе в коридорі? 22. Що ти робила, коли я зателефонувала тобі вчора ввечері? – Я готувала вечерю. 23. Я ще не спатиму, коли ти повернешся.

Continuous Passive Tenses

Present	Past	Future
	Affirmative	
I am being + V 3 He, she, it is being + V 3 We, you, they are being + V 3	I was being + V 3 He, she, it is was being + V 3 We, you, they were being + V 3	----
	Negative	
I'm not being + V 3 He, she, it isn't being + V 3 We, you, they aren't being + V 3	I wasn't being + V 3 He, she, it is wasn't being + V 3 We, you, they weren't being + V 3	-----

	Interrogative	
Am I being + V 3? Is he, she, it being + V 3? Are we, you, they being + V 3?	Was I being + V 3? Was he, she, it being + V 3? Were we, you, they being + V 3?	-----

Exercise 12. Rewrite the sentences, changing them into the Passive Voice using Present and Past Continuous.

1. Don't disturb now! They're preparing some very important documents. Some very important.....
2. The workers are building a new fun-park in this area. A new fun-park.....
3. We were watching the spectacular sunset with great admiration. The spectacular sunset
4. Some dangerously looking men were following me all the way to the station.
I
5. The delegation was still discussing the matter while they were serving starters.
The matter while starters
6. While I was having a stroll I saw they were pulling the old cinema down. I saw that the old cinema
7. The surgeons were operating on the patient when the lights suddenly failed. The patient when the lights suddenly failed.....
8. Were you really writing your composition for two hours? your composition really?
9. Look! Our cat is chasing a rat! Look! A rat..... !
10. The students are listening to his lecture with great attention. His lecture
11. The gang of hooligans are damaging the benches and breaking lamp-bulbs in the park. The benches in the park and the lamp-bulbs hooligans.
12. The audience is not listening to the speaker. The speaker
13. They are showing the last part of "Lord of the Rings" in many cinemas now. The last part of

14. The coast guards were stopping and searching every car that left the ferry. Every car that left

Exercise 13. Read the sentences and choose the correct option a-d which best fits the space:

1. Concert tickets ... at the box office.

a. being sold b. are being sold c. are be sold d. are being selling

2. Following yesterday's accident, 3 people are still ... for minor injuries.

a. treated b. being treating c. treating d. being treated

3. Your suit is not ready yet. It ... right now.

a. is being cleaned b. is being cleaning c. is been cleaned d. is cleaning

4. I could not use my car yesterday because it ...

a. was being serviced b. were being serviced c. was being service d. was been serviced

5. He left the room while the money ...

a. has being collected b. was been collected c. was being collected d. was being collecting

6. We couldn't use the bathroom while it ...

a. was been refitted b. was being refitted c. is being refitted d. was refitting

Exercise 14. Translate the following sentences using Present and Past Continuous Passive:

1. Цю газету читає твій батько. 2. Ці машини зараз не виробляються. 3. Дані аналізувалися нами, а результати вивчалися іншими фахівцями. 4. Цей паркан фарбують твої батьки? 5. Мені представляли Сару, коли у мене задзвонив телефон. 6. В даний момент ця будівля не будується цією компанією. 7. Це шоу дивляться в твоїй родині? 8. Мене обіймає моя тітка. 9. Тебе фотографують професійною фотокамерою. 10. Ти мені щось розповідала, коли твій телефон задзвонив. 11. Будинок вчора продавався протягом усього дня? 12. Джека постійно контролює його мати. 13. На даний момент ваша

кандидатура не розглядається експертною комісією. 14. Твоя машина на даний момент ремонтується? 15. Сніданок готували о 7 годині ранку. 16. Тест писали протягом двох годин вчора. 17. Машину вчора вела твоя сестра? 18. Мене зараз показують по телевізору? 19. На даний момент цю книгу не продають в Україні. 20. Навіщо учні виконують ці вправи?

READING AND DISCUSSION

Vocabulary

1.	expansion	розширення, ріст, розповсюдження	<i>The government put a brake on plans for expansion.</i>
2.	era	ера, віха	<i>We live in an era of instant communication.</i>
3.	definitely	ясно, точно, безсумнівно	<i>John is definitely coming.</i>
4.	consequence	наслідок, результат, висновок	<i>The slightest error can have serious consequences.</i>
5.	former	колишній, попередній	<i>The coach is a former professional baseball player.</i>
6.	to proceed	продовжувати, відбуватися	<i>After the interruption, she proceeded with her presentation.</i>
7.	to reject	відхиляти, визнати непридатним	<i>I reject the idea of starting a war.</i>
8.	policy	політика, курс	<i>There is no logic in their policy.</i>
9.	to associate	асоціювати, пов'язувати, приєднуватися	<i>I always associate the smell of those flowers with my childhood.</i>
10.	number	1. число, кількість 2. нараховувати	<i>Who can number the stars?</i>
11.	fluent	плавний, вільний	<i>He spoke in fluent Italian.</i>
12.	legacy	спадщина	<i>She left us a legacy of a million dollars.</i>

13.	to fulfil	виконувати, завершувати	<i>She didn't fulfil her early promise.</i>
14.	mutually	взаємно, спільно	<i>We had a mutual agreement not to tell our secret.</i>
15.	intelligible	зрозумілий	<i>His reply was barely intelligible.</i>
16.	means	засіб, спосіб	<i>The window was our only means of escape.</i>
17.	widely	широко, далеко	<i>I believe my view is widely shared.</i>
18.	trade	торгівля	<i>His father was in trade.</i>
19.	entertainment	розвага	<i>The entertainment includes a disco and live band.</i>
20.	to dedicate	присвячувати	<i>The book was dedicated to her mother.</i>
21.	to refer	відноситися, посилатися	<i>No one referred to yesterday's quarrel.</i>
22.	implicitly	беззастережно, без коливань	<i>I implicitly trust him.</i>
23.	to compare	порівнювати	<i>I compared several bicycles before buying one.</i>
24.	to dominate	домінувати, переважати	<i>The cathedral dominates the city.</i>
25.	negotiations	переговори	<i>The negotiations broke down.</i>
26.	pre-eminent	видатний	<i>He is pre-eminent in his profession.</i>
27.	majority	більшість	<i>The policy is supported by the vast majority of citizens.</i>
28.	to designate	позначати, визначати, характеризувати	<i>All parking areas are designated on the map.</i>
29.	currently	у цей час, тепер	<i>He is currently working on his first novel.</i>

30.	enough	достатньо	<i>Have you got enough money?</i>
31.	conversation	бесіда, розмова	<i>We had a conversation by e-mail.</i>
32.	requirement	вимога, потреба	<i>The new computer system will meet all our requirements.</i>
33.	occupation	робота, заняття	<i>She is a waitress by occupation.</i>
34.	treaty	договір, угода	<i>The treaty carries the force of law.</i>
35.	auxiliary	допоміжний, додатковий	<i>The auditorium has an auxiliary cooling system</i>
36.	suitable	відповідний, придатний	<i>We need to find a suitable person for the job.</i>
37.	to increase	збільшувати, рости	<i>Start with a low dose and increase it.</i>
38.	to lead	приводити, вести	<i>He leads a full, active life.</i>
39.	to propose	пропонувати	<i>The scientists proposed a new theory.</i>
40.	to divide	ділити, розділяти	<i>Can you divide 49 by seven?</i>
41.	variety	різноманітність, безліч	<i>The store sells a variety of shoe brands.</i>
42.	neutral	нейтральний	<i>The battle took place in neutral waters.</i>
43.	distinctly	чітко, безумовно	<i>He sometimes could distinctly hear the trip of a light female step.</i>
44.	probably	ймовірно	<i>It will probably rain today.</i>
45.	discourse	мова, дискурс, лекція	<i>The discourse touches many of the issues which are currently popular.</i>
46.	settler	поселенець	<i>They were the first settlers.</i>
47.	particular	особливий	<i>I had nothing particular planned.</i>

48.	to spread	розповсюджуватися	<i>The fire spread quickly through the building.</i>
49.	change	зміна, заміна	<i>The car needs an oil change.</i>
50.	complex	складний	<i>The global economy is a complex organism.</i>

Exercise 15. Read and translate the following word combinations.

a) Next expansion, enter a new era, speak definitely, harmful consequence, former University professor, proceed to business, to reject a manuscript, employment policy, to associate oneself with smth, a three-digit number like 429, in fluent English, legacy tax, to fulfil the conditions, mutually profitable, intelligible speech, television and other means of mass communication, to use widely, trade delegation, entertainment market, to dedicate life to work, to refer to a map, to define function implicitly, to compare evidence, to dominate the parliament, diplomatic negotiations.

b) Pre-eminent reseacher, to be elected by a great majority of the ballots, to designate specifically, currently available, to have enough time, to hold conversation, an essential requirement, basic occupation, the conclusion of the peace treaty, auxiliary staff, suitable date, to lead by personal example, to propose an alternative, to divide into two / three parts, a variety of shapes, neutral territory, pronounce distinctly, most probably, discourse analysis, settlers live in peace with the natives, particular case, to spread butter (on bread), little change, the complex mosaic of world cultures.

Exercise 16. Match column A and column B to find synonyms.

A	B
complex	talk
probably	agreement
to spread	excellent
discourse	to parallel
to propose	possibly
conversation	assortment
treaty	to conclude
to designate	to continue
occupation	to raise
pre-eminent	complicated
to compare	absolutely
to increase	clear
variety	to extend
to fulfil	epoch
currently	need
to proceed	far
expansion	result
definitely	development
intelligible	to nominate
era	assistant
auxiliary	speech
widely	at present
requirement	job
consequence	to offer

Exercise 17. Match column A and column B to find antonyms.

A	B
to spread	simple
conversation	to continue
treaty	reduction
pre-eminent	doubtedly
to increase	unintelligible
variety	to stop
to fulfil	uncertain
to proceed	narrowly
complex	basic
probably	refusal
expansion	to join
definitely	to refuse
intelligible	to finish
widely	ordinary
auxiliary	similarity
to divide	to decrease
former	silence
to reject	lacking
entertainment	useless
majority	before
to propose	beginning
enough	to accept
suitable	minority
currently	labour
consequence	modern

Exercise 18. Translate the following word combinations into English.

a) Ріст захворювань, нова ера, чітко пояснювати, у наслідку пожежі, колишній співробітник, продовжувати виконувати роботу, відхиляти замовлення, політика країни, пов'язувати з фільмом, кілька рукописів, вільна німецька, спадщина його батька, завершувати проєкт, взаємна угода, зрозуміле пояснення, засіб пересування, широко розповсюджений, міжнародна торгівля, парк розваг, присвячувати книгу, посилалися на статтю, домовитися без коливань, порівнювати дві ідеї, переважати у цій галузі, успішні переговори.

b) Складне завдання, зміна швидкості, розповсюджуватися повсюди, особливе ставлення, перші поселенці, міжнародна мова, можливо піде дощ, чітко спрямований, нейтральна територія, різноманітність товарів, ділити навпіл, пропонувати зустрітися, привести до кризи, збільшувати прибуток, придатний до використання, допоміжні дієслова, договір про оренду, улюблене заняття, додаткові вимоги, тиха бесіда, достатньо часу, проблема, яка у цей час обговорюється, позначати на плані, більшість студентів, видатний керівник.

Exercise 19. Fill in the gaps and translate sentences into Ukrainian.

Mutually, conversation, era, currently, auxiliary, pre-eminent, expansion, dominates, leads, fluent, reject, divided, policies, occupations, occupations

1. English is a result of colonial in the last four centuries.
2. The colonial is now definitely over.
3. Former colonies often did not English but rather continued to use it as independent countries.
4. Independent countries set their own language
5. In India 5% of the population speak English.
6. There are many different and unintelligible languages.
7. English used to have parity with French and German, but now it in scientific research.

8. It is most used language in newspaper publishing, book publishing, international telecommunications, scientific publishing, international trade, mass entertainment, and diplomacy.
9. English is the language most often taught as a foreign language.
10. By the time of the foundation of the United Nations English had become and is now the main worldwide language of diplomacy and international relations.
11. Fluent English is well enough to have a in that language.
12. A working knowledge of English has become a requirement in a number of and professions.
13. The major native dialects of English are often into three general categories.
14. The increased use of the English language to some English words being assimilated into the vocabularies of other languages.
15. Any constructed language proposed as an international language, for example Esperanto.

Pre-text discussion

1. What does the term an official and an auxiliary language mean?
2. In what countries is English used as an auxiliary language?
3. What do you know about dialects?
4. Why is English used as international language?
5. What do you know about the history of the English language?

TEXT

ENGLISH AS A GLOBAL LANGUAGE

English is spoken today on all five continents as a result of colonial expansion in the last four centuries or so. The colonial era is now definitely over but its consequences are only too clearly to be seen in the presence of English as an official and often native language in many of the former colonies. As decolonisation proceeded throughout the British Empire in the 1950s and 1960s, former colonies often did not reject English but rather continued to use it as independent countries setting their own language policies. For example, the view of the English

language among many Indians has gone from associating it with colonialism to associating it with economic progress, and English continues to be an official language of India. However English is rarely spoken as a first language, numbering only around a couple hundred-thousand people, and less than 5% of the population speak fluent English in India.

Another legacy of colonialism is where English fulfils the function of a *lingua franca* (мова міжетнічного спілкування). Many countries, like Nigeria, use English as a *lingua franca* (a general means of communication) since there are many different and mutually unintelligible languages and a need for a supra-regional means of communication.

English has also come to play a central role as an international language. It is the world's most widely used language in newspaper publishing, book publishing, international telecommunications, scientific publishing, international trade, mass entertainment, and diplomacy. The label *English World-Wide* (the name of an academic journal dedicated to this area) is used to refer to English in its global context and to research on it, most of which has been concerned with implicitly comparing it to mainland varieties of Britain and America and then with trying to determine its own linguistic profile.

English used to have parity with French and German in scientific research, but now it dominates that field. It achieved parity with French as a language of diplomacy at the Treaty of Versailles negotiations in 1919. By the time of the foundation of the United Nations at the end of World War II, English had become pre-eminent and is now the main worldwide language of diplomacy and international relations. It is one of six official languages of the United Nations. Many other worldwide international organisations, including the International Olympic Committee, specify English as a working language or official language of the organisation. Many regional international organisations such as the European Free Trade Association, Association of Southeast Asian Nations (ASEAN), and Asia-Pacific Economic Cooperation (APEC) set English as their organisation's sole working language even though most members are not countries with a majority of

native English speakers. While the European Union (EU) allows member states to designate any of the national languages as an official language of the Union, in practice English is the main working language of EU organisations.

Although in most countries English is not an official language, it is currently the language most often taught as a foreign language. In the countries of the EU, English is the most widely spoken foreign language in nineteen of the twenty-five member states where it is not an official language (that is, the countries other than Ireland and Malta). 38 percent of the EU respondents outside the countries where English is an official language said they could speak English well enough to have a conversation in that language. The next most commonly mentioned foreign language, French (which is the most widely known foreign language in the UK and Ireland), could be used in conversation by 12 percent of respondents.

A working knowledge of English has become a requirement in a number of occupations and professions such as medicine and computing. English is, by international treaty, the basis for the required controlled natural languages Seaspeak and Airspeak, used as international languages of seafaring and aviation. International communities such as international business people may use English as an auxiliary language, with an emphasis on vocabulary suitable for their domain of interest. This has led some scholars to develop the study of English as an auxiliary language.

The increased use of the English language globally has had an effect on other languages, leading to some English words being assimilated into the vocabularies of other languages. English is used as the language for wider communication in countries around the world. Thus English has grown in worldwide use much more than any constructed language proposed as an international auxiliary language, including Esperanto.

Exercise 20. Answer the questions.

1. Where is the English language spoken today?
2. Why did many former colonies leave English as an official language?

3. Why did English fulfil the function of a *lingua franca*?
4. Why has English a central role as an international language?
5. What does label *English World-Wide* mean?
6. What does the label *English World-Wide* refer to?
7. In what field does English dominate?
8. Where is English an official language?
9. What language is most often taught as a foreign language?
10. What language is the next most commonly mentioned in the UK and Ireland?
11. In what occupations and professions has English become a requirement?
12. Why has a working knowledge of English become a requirement for seafaring and aviation?
13. Why is English studied as an auxiliary language?
14. What has had an effect on languages?
15. In what spheres can we use English nowadays?

Exercise 21. Make a plan and retell the text.

Exercise 22. Skim the text to understand what it is about.

Supplementary text A

Various English Language Dialects From Around The World

The major native dialects of English are often divided by linguists into three general categories: the British Isles dialects, those of North America, and those of Australasia.

British English

British English is the English language as spoken and written in the United Kingdom or, more broadly, throughout the British Isles. Slight regional variations exist in formal, written English in the United Kingdom.

English is a West Germanic language that originated from the Anglo-Frisian dialects brought to Britain by Germanic settlers from various parts of what is now

northwest Germany and the northern Netherlands. The resident population at this time was generally speaking Common Brittonic—the insular variety of continental Celtic, which was influenced by the Roman occupation.

American English

American English sometimes called United States English or U.S. English, is the set of varieties of the English language native to the United States and widely adopted in Canada. English is the most widely spoken language in the United States and is the common language used by the federal government, considered the de facto language of the country because of its widespread use. English has been given official status by 32 of the 50 state governments.

So, American English is what people in the U.S. and Canada speak. Standard British English is spoken in the U.K. The biggest differences between American English and British English involve pronunciation and spelling.

When it comes to spelling, it's mostly the U.S. that spells words differently. Although Canada uses North American English, it generally follows British English spelling.

- Most words that end in **-or** in American English have an **-our** ending in British English: *color* (American) — *colour* (British), *honor* (American) — *honour* (British).

- Most words that end in **-ize** in American English have an **-ise** ending in British English: *organize* (American)— *organise* (British), *recognize* (American) — *recognise* (British).

- There are also some words that sound the same in American and British English, but have different spellings: In the U.S., your money goes into a *checking* account. In the U.K., it goes into a *chequing* account.

A car in the U.S. has four *tires*, but in the U.K. it has four *tyres*.

When people talk about British English, they're really talking about **Received Pronunciation (RP)**. Received Pronunciation is the most common English accent that you'll encounter when learning British English. It's the type of English that's usually spoken on BBC News, for example.

Here are some of the major differences between RP and North American pronunciation:

- In RP, the letter “**r**” is pronounced very softly when at the end of a word. For example, in a British accent, you would barely pronounce the letter “r” in the word *pork*.
- In RP, the letter “**t**” is clearly pronounced when it appears in the middle of certain words. In American English, that letter is pronounced more like a “d.” For example, a British person would clearly pronounce the word *water*, whereas an American would say something closer to “wah-der.”
- RP puts word stress in different places than American pronunciation. In the examples below, we’ve bolded the stressed syllable: **garage** (American) — **garage** (British), **address** (American) — **address** (British).

Australian English

Australian English is a major variety of the English language, used throughout Australia. Although English has no official status in the constitution, Australian English is the country’s national and de facto official language as it is the first language of the majority of the population.

Australian English began to diverge from British English after the founding of the Colony of New South Wales in 1788 and was recognized as being different from British English by 1820. One of the fastest ways to sound Australian is to use long vowel sounds.

New Zealand English

Also known as the Kiwi accent, New Zealand English is one of the more neutral versions of English out there. While distinctly different from British English, many students who’re used to Received Pronunciation don’t have a problem with the Kiwi accent. Just like its neighbor, Australia, Kiwi English is filled with a lot of phrases that you probably won’t find in many English speaking countries outside of Oceania.

Exercise 23. Fill in the table containing some information about Social English, Academic English and Technical English.

	British English	American English	Australian English	New Zealand English
<i>Where is spoken</i>				
<i>Official status</i>				
<i>Differences</i>				

Exercise 24. Read the text and write an abstract of the text (no more than 100 words).

Supplementary text B

History of the English Language

English is a West Germanic language first spoken in early medieval England, which has eventually become the leading language of international discourse in the 21st century. It is named after the Angles, one of the ancient Germanic peoples that migrated to the area of Great Britain that later took their name, England. Both names derive from Anglia, a peninsula on the Baltic Sea.

English has developed over the course of more than 1,400 years. The earliest forms of English, a group of West Germanic dialects brought to Great Britain by Anglo-Saxon settlers in the 5th century, are called Old English. Middle English began in the late 11th century with the Norman conquest of England; this was a period in which English was influenced by Old French, in particular through its Old Norman dialect. Early Modern English began in the late 15th century with the introduction of the printing press to London, the printing of the King James Bible and the start of the Great Vowel Shift.

Modern English has been spreading around the world since the 17th century by the worldwide influence of the British Empire and the United States. Through all types of printed and electronic media of these countries, English has become the

leading language of international discourse and the *lingua franca* in many regions and professional contexts such as science, navigation and law. Modern English grammar is the result of a gradual change from a typical Indo-European dependent marking pattern, with a rich inflectional morphology and relatively free word order, to a mostly analytic pattern with little inflection, a fairly fixed subject–verb–object word order and a complex syntax. Modern English relies more on auxiliary verbs and word order for the expression of complex tenses, aspect and mood, as well as passive constructions, interrogatives and some negation.

Exercise 25. Translate sentences into English.

1. Зараз англійською розмовляють на п'яти континентах.
2. Колишні колонії продовжують використовувати англійську так само, як і незалежні держави.
3. Англійська мова – це мова міжнародного спілкування, масмедіа та наукових досліджень.
4. Англійська одна з шести офіційних мов ООН.
5. Багато людей вивчають англійську як додаткову мову.
6. Глобальне використання однієї мови впливає на інші мови.
7. Міжнародні спільноти можуть використовувати англійську мову як допоміжну, з акцентом на словниковий запас, що відповідає їхнім інтересам.
8. Англійська – це найпоширеніша у світі мова у видавництві газет, книговидавництві, міжнародних телекомунікаціях, науковому видавництві, міжнародній торгівлі, масових розвагах та дипломатії.
9. Багато світових міжнародних організацій, включаючи Міжнародний олімпійський комітет, вказують англійську як робочу або офіційну мову організації.
10. Англійська мова є загальною мовою, якою користується федеральний уряд і яка вважається фактичною мовою країни через її широке використання.
11. Найбільші відмінності між американською англійською та британською англійською включають вимову та правопис.

12. Австралійська англійська – це основний різновид англійської мови, який використовується по всій Австралії.
13. Англійська мова розвивалася протягом 1400 років.
14. Сучасна англійська мова поширюється по всьому світу з XVII століття.
15. Рання сучасна англійська мова почалася в кінці 15 століття з появою друкарського верстата в Лондоні.

SPEAKING

I. Telling a story.

1. Look at the photo and answer the questions.



1. Where was Tom?
2. What was he doing?
3. What was the problem?

2. Read the story and compare your ideas.

Lisa: Hi Tom. How was your holiday in Australia?

Tom: It was really good, thanks...except for the day I nearly died. (1)

Lisa: What happened?

Tom: I was doing some climbing. At first the sun was shining and I was enjoying myself. (2) But all of a sudden the weather changed. It became really foggy and I couldn't see the path. (3)

Lisa: Oh dear, that sounds frightening.

Tom: I was pretty worried. I continued for a while, but finally I realised I was lost.

Lisa: What did you do?

Tom: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited. (4)

Lisa: Oh no, what a nightmare!

Tom: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again. (5)

3. There are often five stages in a story. Match stages 1–5 in Tom's story with headings a–e below.

a background –

b final comment –

c introduction –

d problem –

e main events –

4. Read the Speaking Focus box and complete the examples with the underlined phrases from Ex.2.

Telling a story

Use the right tenses

- Past Continuous for the 'background':

The sun ¹was shining and I was enjoying myself.

- Past Simple for the 'problem' and the 'main events': The weather changed. I couldn't see the path.

Use linkers

- **Beginning:** To start with/At ²
- **Middle:** Suddenly/All of a ³ /Luckily/Fortunately/⁴
- **End:** In the end/Finally/⁵

Say how you felt

I was excited/frightened/surprised/shocked/worried, etc.

Make a 'final comment'

It was the best/ worst day of my life! I'll never forget the look on his face! I'll never ⁶.....

Listening to a story

Neutral response

Really?/Oh dear./Oh no.

Strong response

That sounds amazing/funny/⁷..... What a great story/⁸a..... !

Respond with questions

What happened? What did you do?

5. Follow the instructions to prepare your story.

1 Choose a topic from the box or one of your own ideas.

a dangerous situation a mistake

some good or bad news some good or bad luck

a nice surprise something that happened on holiday a problem with technology

2 Think about what you are going to say and make notes under the headings for the five stages of a story in Exercise 3.

6. Follow the instructions below to practise telling your stories. Then act out your dialogue to the class.

Student A: Use your notes in Exercise 5 to tell the story.

Student B: Use the SPEAKING FOCUS to respond to what Student A says.

7. Tell an interesting story that happened to you on holiday.

II. Showing interest.

1. Look at the activities in the box. Discuss the questions.

eating and drinking travelling doing sports

listening to music shopping

socialising with friends	meeting new people	watching films being online
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1. How much of your free time do you spend on each activity?
2. What other things do you do in your free time?
3. How similar or different are you to your partner?

SPEAKING FOCUS. SHoWING INTEREST.

<p>Statement</p> <p>A: I've got loads of friends and they want to meet you.</p> <p>A: I've just got one sister. She's a model.</p> <p>A: She's training to be a pilot.</p>	<p>Showing interest</p> <p>B: Really? That's cool!</p> <p>B: Is she?</p> <p>B: Wow, that's interesting.</p>
<p>Statement</p> <p>A: I love travelling and meeting new people.</p> <p>A: I don't really like rock or heavy metal.</p>	<p>Saying you are similar</p> <p>B: Me too.</p> <p>B: Me neither.</p>
<p>Statement</p> <p>A: I'm not very keen on tea.</p> <p>A: I don't like travelling.</p> <p>A: I play the violin.</p>	<p>Saying you are different</p> <p>B: Really? I love it.</p> <p>B: Don't you? Oh, I do!</p> <p>B: Do you? Right....</p>

2. Complete the sentences to make them true for you.

- 1 I'm really into ...
- 2 I haven't got ...
- 3 I really like ...
- 4 I'm very interested in ...

5 I'm not very keen on ...

6 I'm not very good at ...

3. Follow the instructions below to make dialogues.

Student A: Choose a statement from Exercise 2. Say it to Student B.

Student B: Say if you are similar or different. Use the SPEAKING FOCUS to help you.

III. Asking follow-up questions.

After someone answers a question we have asked, we often ask a second related question. This helps us to find out more details and to keep the conversation going.

A: So, **have you studied here before?**

B: Yeah, last term.

A: Oh, really? Ok. And **did you enjoy it?**

B: Yeah, it was amazing.

1. Match the questions (1-6) with the pairs of possible follow-up questions (a-f).

1. What are you studying?

2. Have you studied here before?

3. What do you do when you're not studying?

4. Do you have any brothers or sisters?

5. What did you do at the weekend?

6. What do you do?

a) Whose class were you in?/Where did you learn your English?

b) What year are you in?/ What does that involve?

c) Older or younger? What do they do?

d) Where do you work?/ Do you enjoy it?

e) How often do you do that? / Did you get anything nice?

f) How long have you been doing that? What kind of music are you into?

2. Work in pairs. Ask and answer questions from Ex.1

3. Choose one of the situations.

1) Work with the whole class and have conversations to get to know other students.

2) *Imagine that you are at a party. Have a conversation with one of the students to get to know each other.*

IV. Comparing things and people.

1. Complete the questions with the comparative or superlative forms of the adjectives in brackets. Then discuss the questions.

1. What is the worst (bad) song you've ever heard?
2. What band is (great) than the Beatles?
3. What is (thick) book you've ever read?
4. Where is (near) theatre to your house?
5. Is it (good) to watch a concert live or on telly?
6. Where is (exciting) nightlife in your city?
7. Who is (funny) – your mother or your father?

2. Complete the statements with as, more, the or than. Then discuss the statements.

1. Music downloads are a bit cheaper than CDs.
2. Jazz is not as popular rock.
3. American pop music is best in the world.
4. Live music is far exciting than recorded music.
5. Lady Gaga is just talented as Adele.
6. Male actors usually have much more interesting roles female actors.
7. The violin is most difficult instrument to play.
8. Who is most talented musician among your friends?

3. Make sentences comparing things now with the same things five years ago.

Use the prompts. Then compare your sentences with a partner.

cinema tickets		a bit	cheap/	than five as
pop music	is	much	expensive	years
mobile phones	are	just as	good/bad	ago
sharing videos		not as	big/small	
			easy/difficult	

4. Compare life with mobile phones and without them.

UNIT 3

Grammar: Numerals, Modal Verbs, Perfect Tenses, Perfect Passive,

Perfect Continuous Tenses

Text: O.M. Beketov National University of Urban Economy in Kharkiv.

Supplementary text A: Top 10 Best Universities In The World.

Supplementary text B: University Education in Great Britain.

Speaking: Asking for/ Giving advice, Doing what?

Must and can't for commenting.

READING EXERCISES

Exercise 1. Practise reading the following two-syllable words:

Useful, labour, structure, process, rapid, prepare, defence, success, concern, provide.

Exercise 2. Practise reading the following many-syllable words:

Transition, society, multinational, policy, activity, character, responsible, industry, intellectual, economy, different, artificial, distinguish, successful, intensive, originate, continuous, capacity, mechanical.

Exercise 3. Memorize the spelling and pronunciation of the following words:

Vary ['veəri] – змінюватися, мінятися, researcher [ri'sə:tʃə] – дослідник, weight [weit] – маса, entire [in'taɪə] – повний, весь, major ['meɪdʒə] – більший, головний, schedule ['ʃedju:l] – розклад, графік, план, annual ['ænjuəl] – річний, external [eks'tə:nl] – зовнішній.

GRAMMAR

Numerals

Cardinal (show quantity)	Ordinal (show order)
1 – 12 1-one 7-seven 2-two 8-eight 3-three 9-nine 4-four 10-ten	the Numeral – th 1 st – the first 2 nd – the second 3 rd – the third 4...

5-five 11-eleven 6-six 12-twelve	4 th – the fourth 5 th – the fifth
3 – 19 Numeral + teen 13-thirteen 14-fourteen 15-fifteen 20, 30, 40...90	13 – the thirteenth 14 – the fourteenth 15 – the fifteenth
Numeral + ty 20-twenty 30-thirty 40-forty 50-fifty 100-one hundred 1000-one thousand 1000000-one million	20 – the twentieth 30 – the thirtieth 40 – the fortieth 50 – the fiftieth ... 100 – the (one) hundredth 1000 – the (one) thousandth 1000000 – the (one) millionth

Exercise 4. Read the numerals and write them in English.

0, 12, 22, 39, 43, 55, 68, 73, 86, 94, 134, 282, 304, 471, 938, 1963

Exercise 5. Choose the cardinal numerals from the list and translate them.

1.first; 2.eleven; 3.forty; 4.second; 5.two hundred; 6.twenty-first; 7.nineteen;
8.seven; 9.twelfth; 10.third; 11.fourth; 12.eight; 13.seventeen; 14.fifth; 15.nine;
16.one; 17.sixteen;18.tenth; 19.fifty; 20.one hundred and first

Exercise 6. Choose the correct form.

1. My daughter is still a teenager. She is only fifteen/fifty. 2. He knew it was a painting worth \$10 million/millions. 3. Three hundred/Three hundreds people gathered at the stadium. 4. In the section 2/section 2 we also suggest other topics that need to be researched. 5. The first battle of the American Revolution was fought in year/the year 1775. 6. Hundred/A hundred years ago the principal means of communication was by post and telegraph. 7. How many children are there in the school? About three hundred/three hundreds. 8. The report has got over five hundred/five hundreds pages. 9. It happened in the year two thousand and two/two

thousand and second. 10. All International flights are from Terminal One /the Terminal One.

Modal Verbs

Modal verbs	Usage	Example
CAN	ability	I can do several things at the same time.
	when something is possible	Miracles can happen.
	permission	You can go now.
	informal request	Can you come here for a minute?
COULD	past form of “can”	She said she could pay for us as well.
	polite requests	Could you move your bag, please?
	possibility	It could be that he missed the train.
MAY	ask for or give permission (formal)	May I speak?
	possibility	It may rain tomorrow.
MIGHT	past form of “may”	He said he might change his mind.
	possibility	This might fail.
MUST	you have to do it	You must obey the law.
	it’s very logical or very likely to happen	They left so early, they must be home by now.
	you are not	You mustn’t smoke in here.

MUST NOT/MUSTN'T	allowed to do it.	
SHALL	future for "I" and "we"	I shall see him tomorrow.
	questions and suggestions for "I" and "we"	Let's continue, shall we?
SHOULD	the right thing to do	She could call the police.
	advice	What should I do? You should stop thinking about it.
	what is likely or expected to happen	We should be back by midnight.
WILL	future action or states (not plans)	Prices will go up next summer.
	promises and intentions	It's all right, I'll pick it up.
WOULD	past form of "will"	He told me he would come.
	imagined situation	What would you do if you were him?
	for polite requests,	Would you please sit down?
	offers and invitations	Would you like some tea?
	to say what you want to do or have	We are meeting Tom next Friday, Would you like to come along? I would like a piece of cake.
OUGHT TO	the right thing to do	You ought to apologize.
TO BE ALLOWED	to talk about permission	When we were little, we weren't allowed to play video games every day.
TO HAVE TO	to express impersonal obligation	I have to leave early today. When do you have to finish the report?

TO BE ABLE TO	to express ability to do something	I was able to swim when I was five.
NEED	to ask for or give permission	I need to work harder if I want to pass the exam.

Exercise 7. Read the sentences and choose the correct variant of modal verb.

Translate the sentences.

1. He ... (can't/couldn't) open the window as it was stuck.
2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use me your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she ... (may/might) have moved to Africa.
6. Take an umbrella. It ... (may/can) rain.
7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
8. You ... (may/must) finish the article as soon as possible.
9. The bus goes at 10.15. She(must/have to) leave at 10 if she wants to catch it.
10. Liz doesn't ... (ought to/have to) keep to a diet anymore.
11. Lara ... (can/might) get a playstation for her birthday.
12. You ... (must not/needn't) read in the dark.
13. You(have to/must)..... see the film. It's fantastic.
14. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work.
15. The fridge is full, so we ... (must not/needn't) go shopping.
16. Oh, no. It's Monday tomorrow. I(have to/must) go to school again.
17. Our employees ... (can/must) sign this agreement.
18. We ... (may/ought to) reserve a table in advance if we want to have dinner there.
19. The metro station is closed. I ...(have to/must) get a taxi.
20. I ... (can't/needn't) believe it! You ... (have to/must) be joking.
21. Ann ... (must/is to) finish school next year.

22. Sorry, I'm late. I ... (needed to/had to) wait for the plumber.
23. What time do we ... (should/have to) be at the railway station?
24. Don't wait for me tonight. I ... (might/must) be late.
25. I ... (maynot/can't) watch this film. It's too boring.
26. We've got a dishwasher, so you ... (couldn't/needn't) wash-up.
27. You look very pale, I think you ... (need/should) stay at home.
28. ... (Could/Might) you, please, pass me the mustard?

Exercise 8. Make the sentences with modal verbs putting the words in the correct order. Translate the sentences.

Example: don't / to / I / answer / have / questions / your. – I don't have to answer your questions.

1. the party / Linda / to / come / might / tonight.
2. round / work / have to / farmers / the year / all.
3. you / not / hospital / noise / must / make / in.
4. the light / I / switch / may / on ?
5. your / look / could / passport / I / at ?
6. my / cook / can / quite / wife / well.
7. catch / last / able to / we / were / train / the.
8. not / jeans / you / must / wear / to / school.
9. didn't / you / drink / have to / much / yesterday / so.
10. ought to / bill / Robert / the electricity / pay / today.
11. better / we / find / a / should / job.
12. too much / you / salt / and / eat / sugar / shouldn't.
13. do / get / to / Turkey / I / have to / a visa ?
14. he / manners / improve / his / needs to.
15. needn't / you / complain

Exercise 9. Find eight more mistakes and correct them. Tick (✓) the correct sentences.

- 0 You can hire bikes at the station. ✓

00 Andrew could get tickets for the film yesterday. (was able to)

1. Do you can drink the water from the taps in this country?
2. We couldn't find an English-language newspaper at the shop.
3. Erica could been really badly behaved when she was a child.
4. Did you manage to calling your mother yesterday evening?
5. To get the job you have to can speak fl uent Spanish.
6. We weren't able to buy water in bottles in those days.
7. See you that man standing over there?
8. I'm so angry I can kill him!
9. London can be a very violent place in the nineteenth century.
10. I could record the fi lm for you last night. It's on this DVD.

Exercise 10. Translate the following sentences from Ukrainian into English using the correct modal verb.

1. Ти не повинен ходити в школу з високою температурою.
2. Іспит на наступному тижні. Тому ти повинен багато займатися.
3. Я все зроблю для вечірки, тому вам не потрібно приносити їжу.
4. Йому потрібно більше займатися, йому слід піти в тренажерку.
5. Жінки зобов'язані покривати голову в храмі.
6. Я не можу дуже добре говорити італійською, так як не вивчав мову в школі.
7. Ми не могли спати вчора через шторм.
8. Сему довелося піти рано, так як його дружина зникла.
9. Тобі слід вибачитися.
10. Твоє волосся виглядає жахливо. Тобі слід його підстригти.
11. Відвідувачам готелю дозволено користуватися автостоянкою.
12. Не впевнений, але, може бути, Боб зараз в Англії.
13. Чи можу я скористатися вашим телефоном?
14. Том не відповідає на дзвінок. Мабуть, його машина зараз перебуває в тунелі.
15. Чому тобі довелося купити так багато стільців?
16. Тобі потрібно доглядати за цим деревом дуже дбайливо.
17. Нам слід запросити кузенів на весілля.
18. Хлопчики зобов'язані прати свої шкарпетки щовечора.
19. Моєму синові не можна грати з запальничкою.
20. Можливо, він поїхав на вокзал.

Perfect Tenses

Present	Past	Future
	Affirmative	
I have + V3 He, she, it has + V3 We, you, they have + V3	I had + V3 He, she, it had + V3 We, you, they had + V3	I will have + V3 He, she, it will have + V3 We, you, they will have + V3
	Negative	
I haven't + V3 He, she, it hasn't + V3 We, you, they haven't + V3	I hadn't + V3 He, she, it hadn't + V3 We, you, they hadn't + V3	I won't have + V3 He, she, it won't have + V3 We, you, they won't have + V3
	Interrogative	
Have I + V3? Has he, she, it + V3? Have we, you, they + V3?	Had I + V3? Had he, she, it + V3? Had we, you, they + V3?	Will I, you have + V3? Will he, she, it have + V3? Will we, you, they have + V3?

Exercise 11. Open the brackets, using Present/Past or Future Perfect.

- I already (to do) my homework. Now I can go for a walk.
- By this time next week Bill (to pass) the exam.
- I hope it (to stop) snowing before we have to go.
- I phoned to my friend to find out if he (to come) home.
- Autumn (to come). It is October now.
- The film (to start) when we came to the cinema.
- The play (not to start) before we get to the theatre.
- She told me she (to work) in France before.
- When I arrived at the airport I realized that I (to forget) my passport.
- My parents (not to buy) a new car by the end of the week.
- Ben (not to write) the dictation yet.
- When mother came, my sister already (to do) her homework.
- After Jack (to find) his keys he went for a walk.
- You ever (to be) to Kiev?
- The Greens (to finish) repairing their flat before summer.

Exercise 12. Use the correct form of the verbs: Present Perfect or Past Indefinite.

The Olympic Games

The original Olympic Games ... **(to begin)** around 800 BC in Ancient Greece, and ... **(to continue)** until they ... **(to be)** abolished by the Roman Emperor Theodosius in AD 393. The first modern Olympics ... **(to take place)** in Athens in 1896, and since then, more than a dozen different countries ... **(to stage)** the Summer Olympics. The cities of Athens, Paris, London, Berlin and Los Angeles ... **(to stage)** the Olympics twice.

In 1956, Australia ... **(to become)** the first country outside Europe and America to stage the Olympics, while Mexico ... **(to be)** the first Latin American country to stage the Olympics, in 1968.

Many of the greatest athletes in the world ... **(to take part)** in the Olympic Games, but no one ... **(to equal)** the achievements of the great Finnish athlete, Paavo Nurmi, who between 1920 and 1928 ... **(to win)** nine gold and three silver medals. The Olympic Games ... **(to see)** many tragedies and triumphs. For example, in the marathon of 1908, the little Italian, Dorando Pietri ... **(to collapse)** five times in the last part of the race, but ... **(to come)** first — only to be disqualified because spectators ... **(to help)** him over the finishing line. And in 1936, the famous black American athlete Jesse Owens ... **(to break)** six world records in a single day! From the first modern Olympics in Athens, when only four teen countries ... **(to participate)**, the Olympics ... **(to grow)** to include over 140 countries. Gold, silver and bronze medals ... **(to go)** to over 8,000 men and women.

Exercise 13. Put the verbs into Past Perfect or Past Indefinite.

1. He ... **(to keep)** looking at her trying to remember where he ... **(to see)** her before.
2. She ... **(to forget)** into which book she ... **(to put)** the money and ... **(to spend)** hours to find it.
3. We ... **(to be)** sorry we ... **(to be)** rude to her.
4. Hardly ... **(I, to go)** to bed when somebody ... **(to knock)** at the door.

5. I ... (to recognize) them at once though seven years ... (to pass) since our last meeting.
6. I had to think over what he ... (to tell) me.
7. She ... (to refuse) to go to the party because she ... (to be) very tired.
8. He ... (to lose) the book he ... (to borrow) from the library.
9. The police (never, to find) who ... (to steal) the ring.
10. I ... (not, to know) the time because I ... (to have) no watch.
11. She ... (no sooner, arrived) to stay with her aunt than she ... (to fall) ill.
12. It ... (to be) impossible for him to find a job after he ... (to serve) a ten-year sentence.
13. When we ... (to meet) his parents they ... (already, to know) the news.
14. His words ... (to seem) strange to us as he ... (never, to lie) to us before.
15. I ... (not, to know) how long she ... (to be) in the room.
16. She ... (to be) the most secretive person I ... (ever, to meet).
17. She ... (to live) alone. She ... (to be) a widow for twenty years.
18. The friends ... (to talk) about what they ... (to achieve) since they ... (to leave) school.
19. He ... (to be) an American citizen for 10 years by the time the war ... (to begin).
20. When they ... (to buy) the farm, it ... (to be) empty for many years. Nobody ... (to live) there since the previous owner ... (to commit) suicide.

Exercise 14. Use the verbs in brackets to complete the sentences using Future Perfect Tense.

1. I'll tell you tomorrow. I by then. (decide)
2. When you come next time, we in a new house. (move)
3. By the time we reach the coast, the storm (end) \
4. In two years's time I my university studies. (finish)

5. He the film before he retires. (complete)
6. Next year we in Spain for ten years. (be)
7. Don't worry. I the manager by noon.
(contact)
8. The dinner will be ready when we get back. Mum
..... it. (cook)
9. Please, call again later. Mr. Jones by two
o'clock. (return)
10. The garden party will be in July. Do you think the grass
in time? (grow)

Exercise 15. Translate the sentences into English using Present Perfect or Past Simple.

1. Містер Шелдон пропрацював в нашій школі 6 років. Він працює тут з тих пір, як закінчив університет.
2. А містер Чандлер пропрацював в нашій школі 6 років і пішов працювати в іншу.
3. Ми запізнилися на потяг, і нам довелося чекати наступного.
4. Я давно прийшла. Я тут з 10 години.
5. Я його тільки що бачила. Він недавно повернувся.
6. Вибачте, я не чула вашого питання.
7. Дощ припинився. Ми можемо йти гуляти.
8. Це найсмішніша комедія, яку я коли-небудь бачила.
9. Я дуже зайнятий останнім часом. На цьому тижні у мене ледь був час, щоб переглянути газету.
10. Я давно з нею познайомилася, і з тих пір ми близькі друзі.
11. Як давно ви були в Києві?
12. Вибачте, я трохи запізнилася. Як довго тривають збори?
13. Ми теж ще не переїхали на нову квартиру.
14. Я давно про це дізнався.
15. Днями я забула вдома гроші і не могла нічого купити.
16. Моя сестра здала вступні іспити. – Скільки іспитів їй довелося здавати?
17. Том уже прийшов додому? – Так, він прийшов в 9 і відразу пішов спати. Він виглядав дуже втомленим.
18. Я не отримувала від неї звісток вже 5 років. Вона поїхала з Києва в 1995 році.
19. Я багато чула про цього піаніста, але ніколи не чула, як він грає.
20. У цьому журналі останнім часом багато цікавих статей.
21. Знаєш, я викинула всі його подарунки. –

Навіщо ти це зробила? 22. Хто написав «Ярмарок марносластва»? 23. Я бачила її всього один раз. Це було дуже давно, тому я не пам'ятаю, як вона виглядала. 24. Де ви провели відпустку в цьому році? – На морі. Погода була чудова, і ми прекрасно провели час. 25. Уже десять років, як вони розлучилися.

Exercise 16. Translate the sentences into English using Future Perfect.

1. Фільм закінчується до 9 вечора. 2. Завтра до цього часу ми вже поїдемо в Токіо? 3. До того часу, як він добереться сюди, я вже поїду до Канади. 4. Чи закінчить вона домашнє завдання до того, як приїде її мама? 5. Учитель з'ясує правду до того, як вона подзвонить. 6. До п'ятниці я не закінчу цю роботу. 7. Мій син уже закінчить малювати фарбами до того, як я повернуся. 8. Автобус не виїде на той час, як ми доберемося на вокзал. 9. Вони (вже) відвантажать товари на той час. 10. Він вже поговорить з тобою, коли почнеться зустріч?

Perfect Passive

Present	Past	Future
	Affirmative	
I have been + V 3 He, she, it has been + V 3 We, you, they have been + V 3	I had been + V 3 He, she, it had been + V 3 We, you, they had been + V 3	I will have been + V 3 He, she, it will have been + V 3 We, you, they will have been + V 3
	Negative	
I haven't been + V 3 He, she, it hasn't been + V 3 We, you, they haven't been + V 3	I hadn't been + V 3 He, she, it hadn't been + V 3 We, you, they hadn't been + V 3	I won't have been + V 3 He, she, it won't have been + V 3 We, you, they won't have been + V 3
	Interrogative	
Have I been + V 3? Has he, she, it been + V 3? Have we, you, they been + V 3?	Had I been + V 3? Had he, she, it been + V 3? Had we, you, they been + V 3?	Will I have been + V 3? Will he, she, it have been + V 3? Will we, you, they have been + V 3?

Exercise 17. Use these words to make sentences in the Present Perfect Passive Voice.

Example: build | a new bridge - A new bridge has been built.

A lot has been changed in our town since I was born

1) improve | a lot of things

.....

2) renovate | the townhall

.....

3) add | some benches | in pedestrian areas

.....

4) in the park | create | a new pond

.....

5) old trees | cut down

.....

6) instead | plant | new trees

.....

7) a new zoo | near the town | open

.....

8) on the outskirts | built | a football stadium

.....

9) install | computers | in the library

.....

10) in some public places | establish | a wifi network

.....

Exercise 18. Use the Past Perfect Passive voice to rewrite these sentences.

They hadn't made the meals before we arrived.

The meals before we arrived.

1. The flowers were dead because nobody had watered them.

2. The flowers were dead because they
3. We couldn't board the plane because we had left our passports at home.
4. We couldn't board the plane because our at home.
5. The lights went off because they hadn't paid the electricity bill.
The lights went off because
6. We were hungry. Someone had eaten all the sandwiches.
7. We were hungry.
8. The fire damaged the hotel which they had built a year before.
9. The storm damaged the hotel which a year before.
10. The waitress brought a salad. But nobody had ordered it.
11. The waitress brought a salad. But
12. The cat felt sleepy after they had fed it.
13. The cat felt sleepy after
14. The windows were so dirty because nobody had cleaned them.
15. The windows were so dirty because

Exercise 19. Rewrite the sentences in the Future Perfect Passive voice.

Example: Frank will have ordered the drinks. - The drinks will have been ordered by Frank.

1. You will have spent all the money.
2. I will have taken the dog for a walk.
3. She will have sold the car.
4. They will have solved the problem.
5. She will not have read the book.
6. They will not have trusted him.
7. He won't have rung Barbara.
8. Will they have paid the bill?
9. Will you have washed my socks?

Exercise 20. Translate the sentences using Present Perfect, Past Perfect, Future Perfect Passive.

1. Газета щойно була куплена мною.
2. Телевізор вже вимкнули.
3. Мені не давали хорошу зарплату поки я не вирішив піти з моєї попередньої роботи.
4. На це питання дадуть відповідь завтра до цього ж часу.
5. Вікно було розбите

маленьким хлопчиком і його батько заплатив за нове. 6. Слова написали на дошці до 6 години вчора. 7. Тест не був написаний успішно, так як до нього підготувались погано. 8. Джон закінчить університет до 2005 року. 9. Всі відповіді вже дані. 10. Всі приготування до свята на честь дня народження були завершені до 7 години. 11. Завод не привезе партію товарів до кінця кварталу. 12. Про це щойно сказали по радіо. 13. Ви пофарбуєте будинок до п'ятниці? 14. Ми запізнилися на літак тому, що нас не розбудили вчасно. 15. Цей фільм буде переглянутий нами до наступного тижня. 16. Автобус поїде на той час, коли Білл добереться до станції. 17. Мені нічого про це не говорили. 18. Хліб уже був нарізаний ножем, коли я вирішила зробити собі сендвіч. 19. Вони нічого не куплять до вихідних. 20. Пожежу було вдало загашено до приїзду пожежної бригади. 21. Я не пофарбую стіни на той час, коли ти повернешся. 22. Всі пропозиції вже написані. 23. Обід був уже приготований, коли діти повернулися зі школи. 24. Чи прочитає він книгу на той час? 25. Книга була дуже цікавою. Над нею працювали три роки до того, як вона була надрукована.

Perfect Continuous Tenses

Present	Past	Future
	Active Voice	
	Affirmative	
I have been + V + ing He, she, it has been + V + ing We, you, they have been + V + ing	I had been + V + ing He, she, it had been + V + ing We, you, they had been + V + ing	I will have been + V + ing He, she, it will have been + V + ing We, you, they will have been + V + ing
	Negative	
I haven't been + V + ing He, she, it hasn't been + V + ing	I hadn't been + V + ing He, she, it hadn't been + V + ing We, you, they hadn't been + V + ing	I won't have been + V + ing He, she, it won't have been + V + ing We, you, they won't have been + V + ing

We, you, they haven't been + V + ing		
	Interrogative	
Have I been + V + ing? Has he, she, it been + V + ing? Have we, you, they been + V + ing?	Had I been + V + ing? Had he, she, it been + V + ing? Had we, you, they been + V + ing?	Will I have been + V + ing? Will he, she, it have been + V + ing? Will we, you, they have been + V + ing?
	No Passive Voice	

Exercise 21. Put the verbs into Present Perfect Continuous.

1. Call the doctor. She ... (to get) weaker and weaker since she woke up.
2. Oh, Walter, at last! I ... (to try) to get you all day!
3. What's the matter? Your eyes are red.... (you, to cry)?
4. Does your daughter always play the piano so much? She ... (to play) since I came.
5. Come on, Alex! I'll be late for work because of you. You ... (to have) a bath for an hour already!
6. The kitchen is in a mess. ... (you, to cook)?
7. He is the worst student I've ever had. He ... (to study) English for a year and he hardly knows the alphabet.
8. I'm sorry I'm late ... (you, to wait) long? Actually, I was late too, so I ... (to wait) for ten minutes only.
9. I can't stand this awful weather. It ... (to rain) for three days now.
10. They can't find any decision. They ... (to argue) for two hours already.
11. There is a strange look in your eyes. ... (you, to drink)?
12. The children are getting more and more impatient. They ... (to look forward) to this holiday for months.
13. The discussion ... (to go on) for a long time. I wonder what conclusion they will come to.
14. How long ... (your brother, to wear) glasses?
15. Where have you been? What ... (you, to do) since we met last?

Exercise 22. Put the verbs into the correct form: Present Perfect or Present Perfect Continuous.

Mrs. Ellis is writing to her son, Thomas, who is a student.

Dear Thomas,

It's several weeks since we last had a letter from you. We ... (to look) forward to hearing from you. Why ... (you, not, to write) to us? You know how much your letters ... (always, to mean) to us. I ... (to send) a parcel to you with some food and warm clothes. Your father ... (to save) the weekly sports magazines you like to read, and we ... (to put) these in the parcel too. Life ... (to go on) as usual here. Mr. Jones next door, who ... (not, to enjoy) good health recently,... (to have to) go into hospital. He ... (to have) an operation and will be home again soon. Meanwhile his cat ... (to come) to us for food and milk. I think we ... (to manage) to look after it quite well. ... (you, to see) anything of Mark Andrews? Apparently he ... (to leave) school now and is at the same college as you. We ... (to get) news of him regularly from his mother. But, of course, he is two years younger than you. He ... (not, to say) whether he ... (to meet) you or not. By now your first exams will be over. We hope you ... (to do) well in them. Do write soon.

Lots of love, Mum.

Exercise 23. Use the correct form of the verbs (positive, negative or interrogative) of Past Perfect or Past Perfect Continuous.

Wendy is telling Jo about some of the difficulties she had on her wedding day.

Wendy: Well, first of all, I couldn't get my wedding dress to fit. The dressmaker ... (to make) a mistake in the measurements.

Jo: ... (you, not, to try) it on in the dressmaker's before that?

Wendy: I ... (to have) a first fitting two weeks before, but I ... (not, to try) on the final version. There ... (not, to be) time. I ... (to make) so many other arrangements for the wedding. Anyway, after my sister ... (to alter) the dress with her sewing machine, Dave phoned to say he couldn't go ahead with the wedding. He said he wasn't well. He ... (to be) sick that morning.

Jo: ... (he, to celebrate) the night before?

Wendy: Oh yes. He ... (to have) a good time with some of the men from his office. And I suppose with all the excitement he ... (not, to sleep) well. But I thought he had other reasons. Anyway, I was so angry ... I ... (almost, to decide) to call the whole thing off when he phoned again. He ... (to talk) to his father

Jo: ... (his father, to give) him a few words of fatherly advice?

Wendy: Yes, I suppose that was it. Anyway, he ... (to calm down), and wanted to go ahead. And we did. And we've been happy ever since.

Exercise 24. Translate the sentences using Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous Tense.

1. Коли я привела сина в цю школу, моя подруга працювала там уже п'ять років.
2. Ти весь ранок вчиш граматичні правила. Треба зробити перерву.
3. Вони наскрізь промокли через дощ. Мені було незручно, що вони так довго мене чекали.
4. Вона відклала книгу, яку читала, і піднялася зі стільця, щоб привітатися зі мною.
5. Діти щось жваво обговорювали. Вони побували в цирку. Вони йшли з цирку.
6. Дівчинка грала на піаніно дві години, перш ніж мама дозволила їй відпочити.
7. Він мучився від болю вже цілий тиждень, коли вирішив нарешті піти до лікаря.
8. Я спостерігав за нею хвилин двадцять, перш ніж вона помітила.
9. Всі рейси були скасовані, так як цілий день йшов сильний сніг.
10. Коли він прийшов, ми сперечалися вже півгодини і дуже сердилися один на одного.
11. Я багато думав про цю книгу і прийшов до висновку, що ми не можемо її видати.
12. Це наш новий будинок. Ми живемо тут всього рік.
13. Через тиждень буде 2 роки, як в нашому районі будують театр.
14. Взимку виповниться 15 років, як він працює в цьому місті.
15. Завтра буде вже тиждень, як іде дощ! Це нестерпно!
16. Завтра буде три роки, як він пише книгу. Через місяць він її практично закінчить.
17. Твій англійська стала краще. Ти сам займався?
18. Ти вже півгодини балакаєш по телефону! Чи не час закінчити?
19. Я читаю вже три години, книга вкрай захоплююча. І скільки ти вже прочитав?
20. Кейт вже прийшла? Ні, я чекаю її з 5 години.

READING AND DISCUSSION

Vocabulary

1.	urban	міський	<i>The speed limit in urban areas is usually 30 or 40 mph.</i>
2.	to establish	створювати, засновувати	<i>The school was established in 1989 by an Italian professor.</i>
3.	higher education	вища освіта	<i>She played a pioneering role in opening higher education to women.</i>
4.	level	рівень, ступінь	<i>She rose to the level of manager.</i>
5.	to ensure	забезпечувати, гарантувати	<i>They took steps to ensure the safety of the passengers.</i>
6.	viability	життєздатність	<i>Viability of new product is very high.</i>
7.	significant	значний	<i>Fish is a significant part of their diet.</i>
8.	essential	необхідний, суттєвий	<i>Vitamins are essential for healthy growth.</i>
9.	to create	створювати	<i>The company was created 25 years ago.</i>
10.	activity	діяльність	<i>Business activity was paralyzed.</i>
11.	integral	невід'ємний	<i>Practical work forms an integral part of the course.</i>
12.	support	допомога, підтримка	<i>Your support helped the team on to victory.</i>
13.	in order to	для того, щоб	<i>Plants need light in order to survive.</i>
14.	to improve	покращувати	<i>We suppose that the situation will improve.</i>
15.	quality	якість	<i>We are monitoring the air quality.</i>

16.	to participate	приймати участь	<i>Most people joined the game, but a few chose not to participate.</i>
17.	recognition	визнання	<i>He has achieved recognition and respect as a scientist.</i>
18.	capacity	здатність	<i>Her capacity to absorb information is amazing.</i>
19.	value	вартість, цінність	<i>His research has been of little practical value.</i>
20.	mobility	мобільність, рухливість	<i>The key to the army's effectiveness is its increased mobility.</i>
21.	network	мережа	<i>He owned a network of shops.</i>
22.	access	доступ, підхід	<i>We have Internet access at the library.</i>
23.	degree	(вчений) ступінь, градус	<i>The degree of risk is minimal.</i>
24.	local	локальний, місцевий	<i>The local museum is worth a visit.</i>
25.	to consist of	складатися з	<i>The letter consisted of three short lines.</i>
26.	opportunity	можливість	<i>53% of students leave school at the earliest opportunity .</i>
27.	contribution	внесок	<i>The smallest contribution will be thankfully received.</i>
28.	to rank	займати місце у рейтингу	<i>Nobody ranks above Shakespeare.</i>
29.	attractiveness	привабливість	<i>Her date remarked on the attractiveness of the music in the restaurant.</i>
30.	satisfaction	задоволення	<i>He gets great satisfaction from volunteering.</i>
31.	alum	випускник	<i>He is an alum of the Open University.</i>

32.	extracurricular benefits	позакласні переваги	<i>Our students have a lot of extracurricular benefits.</i>
33.	affordability	доступність	<i>Many schools offer affordability of tuition.</i>
34.	tuition	навчання	<i>Her uncle agreed to pay part of her tuition.</i>
35.	intellectual horsepower	інтелектуальна потужність	<i>That architectural firm probably doesn't have the creative intellectual horsepower to produce a truly innovative design.</i>
36.	academic performance	академічна успішність	<i>The parents praised their children for their academic performance.</i>
37.	to adapt	адаптуватися	<i>We adapted quickly to life in Paris.</i>
38.	to spearhead	очолювати	<i>He was urged to spearhead an anti-smoking campaign.</i>
39.	science	наука	<i>Science is the study of observed phenomena.</i>
40.	achievement	досягнення	<i>It was a great achievement that a month later a global agreement was reached.</i>
41.	to interact	взаємодіяти	<i>He should interact more with his colleagues.</i>
42.	research	дослідження	<i>We need to carry out more research.</i>
43.	to rival	конкурувати	<i>We are rivaling for first place in the race.</i>
44.	endowment	пожертвування, фонд	<i>The college has a large endowment.</i>
45.	reserve	заповідник	<i>The land is to be left undisturbed as a nature reserve.</i>
46.	residential	житловий, пов'язаний з	<i>They zoned the area as residential.</i>

		місцем проживання	
47.	internal	внутрішній	<i>He died of internal bleeding.</i>
48.	to enter the university	вступити до університету	<i>He had a small chance to enter the university.</i>
49.	because of	внаслідок, завдяки	<i>A picnic is out because of the weather.</i>
50.	to avoid	уникати	<i>They successfully avoided each other for days.</i>

Exercise 25. Read and translate the following word combinations.

a) Urban development, to establish a capital, higher education establishments, high-level negotiations, to ensure maximum reliability, financial viability, significant achievement, essential part of life, to create a file, economic activity, integral feature, the company's friendly support staff, in order to make sure that, to improve the efficiency of reading, to control the quality of the product, to participate in a conversation, recognition that something isn't right, a bottle with a capacity of two liters, an increase in the value of the dollar, macroscopic mobility, road network, unlimited access, the degree of interaction between teacher and student, to close the local school, to consist of single element.

b) To miss an opportunity, a contribution so small as to be laughable, of equal rank, attractiveness of receiving a new profession, to feel satisfaction, university alums, tuition charge, continuous intellectual horsepower, adapt a discovery, the troops who spearheaded the rescue mission, in the field of science, significant achievement, capacity to interact, a scientific research establishment, a small rival in a local market, educational endowment, botanic reserve, a prime residential area, the internal structure of the planet, to lose popularity because of, in order to avoid.

Exercise 26. Match column A and column B to find synonyms.

A	B
urban	ability
significant	residential
capacity	to contain
access	to create
recognition	to progress
to rank	postgraduate
tuition	necessary
to spearhead	to communicate
mobility	activity
to consist of	to compete
to establish	awareness
to improve	to estimate
to interact	flexibility
value	fund
to rival	input
essential	important
endowment	help
alum	contact
viability	to take part
local	municipal
satisfaction	to initiate
contribution	training
to participate	pleasure
support	cost

Exercise 27. Match column A and column B to find antonyms.

A	B
recognition	country
local	loss
to consist of	to harm
satisfaction	to finish
alum	foreigner
urban	unimportant
achievement	ignorance
to interact	inability
to rival	disappointment
viability	to destroy
internal	to meet
to improve	rest
to enter the university	to cooperate
to spearhead	secondary
to avoid	to exclude
to establish	external
mobility	failure
capacity	undergraduate
integral	to separate
significant	to observe
to participate	inactivity
contribution	to graduate from the university

Exercise 28. Translate the following word combinations into English.

a) Складатися з трьох частин, місцевий університет, ступінь бакалавра, доступ до мережі, академічна мобільність, цінність освіти, здатність конкурувати, всесвітнє визнання, приймати участь у тестуванні, покращити якість навчання, для того, щоб отримати сертифікат, підтримка друзів, невід’ємна частина, діяльність фінансового фонду, створювати новий проект, суттєва допомога, значний потенціал, гарантувати безпеку, рівень освіти, середня освіта, міський транспорт, засновувати школу.

b) Уникати друзів, внаслідок взаємодії двох організацій, житловий комплекс, внутрішня стратегія, ботанічний заповідник, частина пожертвувань, конкурувати один з одним, досягнення в спорті, взаємодіяти з іншими університетами, наукові дослідження, очолювати фонд, адаптуватися до нових умов, академічна успішність студентів, мати інтелектуальну потужність, індивідуальне навчання, доступність до міського транспорту, випускники університету, отримувати задоволення, займати перше місце у рейтингу, привабливість дистанційних курсів, можливість зробити внесок.

Exercise 29. Fill in the gaps and translate sentences into Ukrainian.

participate, access, established, network, integral, local, degrees, recognition, higher education, contribution, quality, significant, opportunity, levels, activities

1. O. M. Beketov NUUE was in 1922.
2. Our university is one of the oldest institution of in Ukraine.
3. The university trains specialists of all educational and qualification
4. O. M. Beketov NUUE has intellectual potential and able to solve essential problems of urban life.
5. There are specialized Academic Councils for awarding scientific of Doctor and Candidate of Sciences.
6. Throughout its O. M. Beketov NUUE has always been associated with museum and exhibition activities.

7. The museum complex has become an part of the cultural life of the university.
8. Students and graduate students in real large projects.
9. In order to improve the of education at the University was established Educational and Research and Production Megapolis Center.
10. University teachers have an to constantly improve their professional level and qualification, as well as to improve curricula for students.
11. There is web-. to the corporate information system.
12. The activities of O. M. Beketov NUUE obtained state and international
13. Significant has been made to the development and implementation of international and state programs.
14. From workplaces or the Internet, students can find or receive information about their work plans during their studies.
15. At present O. M. Beketov NUUE main task is to combine science, education and production, widening of international contacts.

Pre-text discussion

1. What do you know about higher education in Great Britain and in Ukraine?
2. What programs of training do the universities provide?
3. Is there any opportunity for international students to study in Ukraine?
4. Who can enter the university?
5. Why did you decide to enter O.M.Beketov National University of Urban Economy in Kharkiv?

TEXT

O. M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV

O. M. Beketov National University of Urban Economy in Kharkiv (O. M. Beketov NUUE) was established in 1922 and is one of the oldest institution of higher education in Ukraine. The university trains specialists of all educational

and qualification levels in a complex of specialties and specializations to ensure the viability of modern cities and their further sustainable development.

O. M. Beketov NUUE is a modern powerful educational and scientific complex, that includes 3 educational and scientific institutes, 4 faculties, 2 colleges, 4 educational centers, 10 educational and consulting centers in the regions of the country, postgraduate studies, doctoral studies, branch research subdivisions, scientific methodical center. The total number of students is 16 thousand people, including more than 650 students from other countries.

The names of the University scientists adorn the national history of urban development in Ukraine. Today O. M. Beketov NUUE has significant intellectual potential, able to solve essential problems of urban life. The Energy Innovation Hub, the Regional Center of Ceramics and Glass Technology and Design – Center "Ceramic Laboratory", the Center of Technology Transfer "Megapolis", the academic research and educational complex (AREC) "Resource" were created in the university. There are specialized Academic Councils for awarding scientific degrees of Doctor and Candidate of Sciences.

Throughout its activities O. M. Beketov NUUE has always been associated with museum and exhibition activities. The idea of creating a museum complex in 1939 belonged to Academician of Architecture O. M. Beketov. Excursions, meetings with famous art critics, local historians, various thematic and art exhibitions, chamber music and poetry evenings, meetings with interesting people are arranged in The Museum Complex of the University. There are Days of Archival Information, traditional museum round tables and scientific-practical conferences: "Beketov readings", "Pilipenkov readings and literary evenings", Memorial days, exhibitions and events. Much attention is paid to educational programs and projects. The museum complex has become an integral part of the cultural life of the university.

The university has a well-developed material and technical base and social sphere. The modern scientific and technical library has more than 1 million copies and has a digital repository with more than 25 thousand editions of educational and

methodological support. The Center of the newest information technologies, Student club are worked in the university. There is a sports complex and a ski and sports base. The campus has 8 dormitories with cozy rooms, sports and gyms, libraries, cafes.

With the support of the Executive Committee of the Kharkiv City Council in order to improve the quality of education at the University was established Educational and Research and Production Megapolis Center. Structurally, the Megapolis Center consists of a coordination council, which includes representatives of the Ministry of Architecture, Construction and Housing sector, the city council, universities of Kharkiv, university teachers, specialists of city enterprises; as well as an expert council, a center for information and technical support, a training and exhibition complex and a training center. In this center, directly participating in real large projects, students and graduate students gain the experience they need for further employment. University teachers involved in joint work on programs and projects of the city development with their colleagues from other universities, have an opportunity to constantly improve their professional level and qualification, as well as to improve curricula for students.

Another most important innovative project of the university is the Corporate Information System of O. M. Beketov NUUE, built using modern information technologies and software products. With the help of a corporate information system, students can solve a range of problems related to the learning process. From local workplaces or the Internet, students can find or receive information about their work plans during their studies, the schedule of classes and the balance of tuition and dormitory costs, and solve many other "technical" issues at any time. There is web-access to the corporate information system.

The activities of O. M. Beketov NUUE obtained state and international recognition. Significant contribution has been made to the development and implementation of international and state programs, including international educational projects on ecology and environmental protection, regional programs of reform and development of housing and communal sector, development strategy of

Kharkiv until 2030. Currently the University is an active participant of Erasmus+ program, including credit mobility and capacity building projects. Also the University is a member of the International Association of Universities.

At present O. M. Beketov NUUE main task is to combine science, education and production, in raising the social and economic values of education, promoting education and youth culture as the most important factors of the country development and widening network of international contacts.

Exercise 30. Answer the questions.

1. When was O. M. Beketov National University of Urban Economy in Kharkiv established?
2. What specialists does the University train?
3. What structure does O. M. Beketov NUUE have?
4. How many students study at the University?
5. What problems can O. M. Beketov NUUE solve today?
6. What material and technical base does the University have?
7. What steps does O. M. Beketov NUUE make in order to improve the quality of education?
8. Where can University teachers improve their professional level and qualification, as well as to improve curricula for students?
9. What do you know about Megapolis Center?
10. Where can the students of the University gain the experience they need for further employment?
11. Where can students find or receive information about their work plans during their studies, the schedule of classes?
12. What do you know about Corporate Information System of O. M. Beketov NUUE?
13. What international and state programs develop at the University?
14. In what programs is the University an active participant?
15. What is O. M. Beketov NUUE main task at present?

Exercise 31. Make a plan and retell the text.

Exercise 32. Skim the text to understand what it is about.

Supplementary text A

Top 10 Best Universities In The World

University rankings can focus on many different factors, including attractiveness of campus, satisfaction of students and alums extracurricular benefits (such as top athletics programs), affordability of tuition and expected income of graduates, but if the focus is on academic prestige scholarly excellence, and intellectual horsepower this article provides the ranking you want. At the Universities in this ranking, you'll be rubbing shoulders with the brightest faculty and students in the world developing your knowledge and skills so that you yourself will be in a position to join the world's elite academics, and thinkers. For this ranking, we looked to the center for world-class Universities operated by Shanghai Jiao Tong University. This center specializes in ranking Universities around the world by academic performance.

Number 10 Oxford University. Oxford University traces its origins back to the 13th century with its intellectual roots firmly planted in medieval scholasticism. Oxford has survived the centuries, adapted to the times and grow into what it is today – one of the world's most impressive centers of learning. Perhaps more than any other school in the world Oxford's name has become synonymous with knowledge and learning. This is because the school runs the world's largest – and arguably most prestigious – academic press, with offices in over 50 countries.

Number 9 University of Chicago. The University of Chicago was only founded in 1890 making it one of the youngest elite universities in the world. But despite its youth, the school has spearheaded many of the world's most important scientific achievements. But Chicago is not just a science school. It also possesses great depth, with elite programs in the humanities and the social sciences, including

its world-renowned Economics Department and its interdisciplinary gathering of highly distinguished thinkers known as the Committee on Social Thought.

Number 8 Columbia University. Columbia is the leading University in the New York Metropolitan area which gives its students numerous unique opportunities that only proximity to Wall Street, the U.N. Broadway and other epicenters of finance, politics, and culture can bring. The University's ideal location also gives its students the chance to interact with various other respected institutions such as New York University. Eighty two Columbians have won a Nobel Prize at some point in their careers.

Number 7 California Institute of Technology. Any school can assign a textbook for you to read on your own but research Universities pride themselves on giving you the opportunity to work alongside leaders in their respective fields who write the textbooks. Of course, in order to do this efficiently a school needs a decent student faculty ratio. Few schools can beat Caltech's three-to-one ratio which is one of the many reasons why this relatively young school has risen to international prominence. Its faculty includes 33 Nobel Laureates, 58 National Medal of Science Recipient, 13 National Medal of Technology and Innovation Recipients and 111 National Academy of Science members.

Number 6 Princeton University. Princeton University is one of the oldest most historic Universities in the United States. Its famous Nassau Hall still bears a cannonball scar from the 1777 battle of Princeton, and its former president John Witherspoon, was the only University President to sign the Declaration of Independence. Princeton has no Law School, Medical School, Business School, or Divinity School. Instead of developing professional programs, it has self-consciously evolved into a massive, research-driven think tank.

Number 5 University of Cambridge. As one of the oldest universities in the world Cambridge is an ancient school steeped in tradition. But despite the many memories conjured by its imposing Gothic architecture Cambridge does not live in the past. The University remains one of the world's elite research institutions with only Oxford to rival it in the U.K. and only a handful of American schools able to

do so from overseas. Its over 18,000 students represent more than 135 countries and its faculty have earned over 80 Nobel Laureates.

Number 4 University of California at Berkeley. Berkeley is unique among the elite universities of the world. Most of the schools it competes with are privately owned but Berkeley is a state school – albeit one with the elite status of a private school. The University is nestled in a pleasant city by the same name within easy commuting distance of San Francisco. With over 36,000 students Berkeley is also one of the larger elite universities.

Number 3 Massachusetts Institute of Technology. In the century and a half since its founding in 1861. MIT has become the world's preeminent science research center. The University is known for a focused approach that uses first-class methodologies to tackle world-class problems. This pragmatic creativity has produced legions of scientists and engineers as well as 80 Nobel laureates, 56 National Medal of Science Winners, 43 Macarthur Fellows and 28 National Medal of Technology and Innovation Winners.

Number 2 Stanford University. With an \$ 18,7 billion endowment Stanford has access to numerous world-class research resources. The school's 1,189 acre Jasper Ridge biological preserve lets scientists study ecosystems first hand. Its 150-foot radio telescope nicknamed "The Dish", studies the ionosphere. Stanford also boasts a 315-acre habitat reserve which is actively trying to bring back the endangered California Tiger Salamander. And the SLAC accelerator laboratory actively advances the U.S. department of energy's research.

Number 1 Harvard University. Harvard University is the standard by which all other research universities are measured. No school has ever challenged its position as the world's premier academic institution in the history of the Shanghai rankings. Founded in 1636 (only 16 years after the Mayflower touched down at Plymouth Rock) Harvard is the oldest school in the world's richest nation and it has capitalized on the benefits this grants under manager Jack Meyer's Leadership the school's endowment fund grew from \$ 4,6 billion to \$ 25,8 billion in 15 years. Today, the University possesses over \$ 36 billion and its fortune is still growing.

Exercise 33. Fill in the table containing some information about world universities.

	When was founded	Educational programs	Features
Oxford University			
University of Chicago			
Columbia University			
California Institute of Technology			
Princeton University			
University of Cambridge			
University of California			
Massachusetts Institute of Technology			
Stanford University			
Harvard University			

Exercise 34. Read the text and write an abstract of the text (no more than 150 words).

Supplementary text B

University Education in Great Britain

There are 47 universities in Great Britain. British universities are independent, self-governing institutions. They receive financial support from the state. But the

Department of Education and Science has no control over their curriculum, examinations and the way in which money is spent.

In England the most usual titles for a first degree are Bachelor of Arts or Bachelor of Science and for the second degree Master of Arts, Master of Science and Doctor of Philosophy.

Admission to universities is by examination or interviews.

British universities can be divided into three groups: 1) Oxford and Cambridge; 2) the redbrick universities; 3) the new universities.

Oxford and Cambridge each consists of number of residential colleges. Each college has its own building, its own internal organization, its own staff and students. In order to enter the university one must apply to a college and become a member of the university through the college. The colleges are not connected with any particular study. They are governed by twenty to thirty "Fellows". "Fellows" of a college are "tutors". They teach their own subject to those students who want it.

The university is like a federation of colleges. It arranges the courses, the lectures and the examinations. It awards the degree.

The universities of Oxford and Cambridge each have over 18000 full-time students. Oxford is older than Cambridge. Oxford is more philosophical, classical and theological. Cambridge is more scientifically based.

London University is known as redbrick university. It is called so because of the colour of buildings. In London University there are the Institute of Archeology, the Courtauld Institute and some others. Subjects are taught in individual departments. And the redbrick universities organize their academic work in a variety of ways.

The new universities were founded after the Second World War. Some of them quickly became popular. The traditional faculty structure in these universities has been avoided. One form of organization is school with related subjects. Polytechnics are product of modern time. Many of the 30 polytechnics today take part-time students. And they serve as institutions of further education. But some of them take full-time students.

One of the most interesting institutions of higher education is the Open University. It takes both men and women at the age of 21 and over. The University provides part-time degree and other courses. The standards of its degrees are the same as those of other universities. It is a non-residential university. In teaching the Open University uses a combination of television and radio broadcasts. It also uses correspondence courses and summer schools. Degrees are awarded on the basis of credits. Credits are gained by success at each stage of the course. The time of staying on at the Open University is unlimited.

Exercise 35. Translate sentences into English.

1. Університет Оксфорду став синонімом знань та навчання.
2. Університет пропонує навчання за програмами гуманітарних та соціальних наук.
3. Студентам надається можливість спілкуватися з багатьма іншими університетами.
4. Ця молода школа здобула всесвітнє визнання.
5. Замість того, що розробляти професійні програми, університет став науково-дослідним центром.
6. Один з найстаріших університетів світу із старовинними традиціями – це Кембрідж.
7. Цей державний університет має статус приватної школи.
8. Завдяки цілеспрямованому підходу університет може вирішувати проблеми світового рівня.
9. Біологічні заповідники дозволяють вченим вивчати різні екосистеми.
10. Гарвардський університет – це стандарт, за яким вимірюються всі інші дослідницькі університети.
11. Британські університети є незалежними інститутами, які отримують фінансову підтримку від держави.
12. Вступ до університетів здійснюється шляхом іспитів або співбесід.
13. До складу багатьох університетів входять місцеві коледжі.

14. Кожен коледж має власну будівлю, свою внутрішню організацію, власний персонал та студентів.

15. Традиційної структури факультетів у цих університетах вдалося уникнути.

SPEAKING

I. Asking for/ giving advice.

Asking for advice

What do you think I should do?

Do you have any tips on what to ...?

Do you have any ideas about how to ...?

Giving advice

You should ...

I think you should ...

I don't think you should ... Why don't you ...?

My best advice would be to ... It's a good idea to ...

If I were you, I'd ...

Accepting advice

Thanks, that's really helpful. That's great advice. Thanks! That's a good idea!

Rejecting advice

I'm not sure that's a good idea.

1. Match the sentence halves to give useful advice to somebody preparing for a job interview. Discuss with a partner.

1. I think you should

2. I don't think you should

3. My best advice would

4. It's a good idea

5. If I were you

a) be nervous.

b) do some research.

- c) be on time.
- d) I'd just be yourself.
- e) to prepare some questions.

2. Follow the instructions below to make dialogues. Use the SPEAKING FOCUS to help you.

Student A: Choose a problem and tell Student B about it.

Student B: Give Student A some advice.

Problems:

1 I want to stay fit.

2 It's my mother's birthday soon.

3 I need some new clothes, but I haven't got any money.

4 I want to watch a good film.

5 I can't wake up in the mornings.

II. Doing what?

When people reply to the question *What do you do?* by talking about their company, place of employment or department, we often try to find out exactly what work they do by asking *Doing what?* Notice the other useful phrases in the extract below:

I: So, what do you do, Amanda?

A: I **work for** a mobile company.

I: Oh yeah. **Doing what?**

A: I **work in** the design **department**. I'm **involved in** designing what you see on the screen.

1. Match the jobs (1-5) with the specific job description (a-e).

- 1. I work in the warehouse.
- 2. I'm in the accounts department.
- 3. I work in the human resources.
- 4. I'm in sales.

5. I work in the marketing department.

a) I **mainly do** admin, but sometimes I'm **involved in** planning the campaign.

b) I'm **the rep for** the whole of the south of Italy.

c) I **do** all the orders and get them ready for the delivery.

d) I'm **responsible for** recruitment contracts and working conditions.

e) I **deal with** all the pay and finances.

2. Use the language from the box and ex.1 to have five conversations starting with *What do you do?*

III. Must and can't for commenting.

We often use ***must and can't + infinitive(without to)*** to comment on other people's experiences and feelings. ***Must*** and ***can't*** show that we think our comment are probably true but we are not sure for 100%.

In sentences with positive meaning, we use ***must***.

In sentences with negative meaning, we use ***can't***.

When we respond to comments using ***must or can't***, we often use the present simple. This shows we know these things are true.

When responding, we don't often repeat the verbs and adjectives used in the comments:

A: I was 25 years when I joined, so eight years. Time goes fast.

B: You **must enjoy it**.

A: Sometimes I do something like sixty or fifty hours a week.

B: Really? That **can't be easy**.

1. Say comment on these sentences using must and can't.

1. I'm the Sales Manager for Europe. I'm in charge for thirty reps.

2. I travel a lot round Europe and the Middle East.

3. I care for people who are dying.

4. His wife's a tax lawyer for a top accountancy company.

5. I really see my students develop and improve.

6. Basically I just seat in front of the screen all day.
7. I don't have any work after this contract comes to an end next month.
8. They said they're going to give us all a bonus.

2. Choose one of the tasks and have a conversation:

a) Work in pairs. Think of two jobs each. Take turns to use language from the boxes to describe the job without saying what it is. Your partner should guess the job.

b) Have conversations with other students and find out about their jobs. Use language from the boxes. Comment on what others say using must or can't at least once.

Grammar reference

ПОРЯДОК СЛІВ В АНГЛІЙСЬКОМУ РЕЧЕННІ

+			Підмет		Присудок	Додаток	Обста- вина	
-			Підмет	Допом. дієслово	NOT	Присудок	Додаток	Обста- вина
?	(пит. слово)	Допом. дієслово	Підмет		Присудок	Додаток	Обста- вина	

ПОРЯДОК СЛІВ У ПРОСТОМУ СТВЕРДЖУВАЛЬНОМУ РЕЧЕННІ

0. Обставина

1. Підмет

2. Присудок

3. Додаток

4. Обставина

Означення – несамотійний член речення. Стоїть БІЛЯ означувального слова.

(КОЛИ/ДЕ) ХТО РОБИТЬ ЩО ДЕ КОЛИ ЧОМУ

Last week **my friend** **gave** them his book at home.

Usually **we** **go** to the theatre on Saturday.

In our library **you** **can read** newspapers every day.

It **is the best device** in our lab.

ПОРЯДОК СЛІВ У ЗАПЕРЕЧНОМУ РЕЧЕННІ

У заперечних реченнях частка ставиться ПІСЛЯ допоміжного чи модального дієслова. Виняток становить дієслово. Заперечна частка стоїть відразу після нього. Порівняйте:

I **have not** heard it. They **must not** do it. We **did not** do it. I **shall do** it.

She **was not** there at the moment. You **were not** listening to him.

are not = aren't

are – aren't

will – won't

do – don't

should – shouldn't

is – isn't

have – haven't

does – doesn't

cannot – can't

was – wasn't

has – hasn't

did – didn't

could – couldn't

were – weren't

had – hadn't

would – wouldn't

must – mustn't

ПОРЯДОК СЛІВ ПИТАЛЬНОГО РЕЧЕННЯ

ТИПИ ПИТАНЬ

Усі питальні речення поділяються на чотири типи:

1. *Загальні питання (general questions)* – питання до всього речення, що вимагають відповіді *так, ні*: Ви студент? Вам подобається навчатися в університеті?

2. *Спеціальні питання (special questions)* – питання до певного члена речення, що починаються з питального слова: Де ви навчаєтеся? Хто ви? Коли ви вступили до університету?

when? – коли?

where – де? куди?

whose? (+ іменник) – чий? чия?
чий? чий?

how? – як?

which? – який? котрий?

what? (+ дієслово) – що?

why? – чому?

whom? - кого? кому?

what? (+ іменник) – який?

who? – хто?

how many/much? –
скільки?

котрий?

what time? – котра година?

how long? – як довго?

what size? – який розмір?

3. *Альтернативні питання (alternative questions)* – питання «вибору» зі сполучником *чи (або)*: Ви навчаєтеся в університеті чи (або) в інституті?

4. *Розділові питання (tag questions)* – це питання типу:

Ви навчаєтеся в університеті, чи не так?

General questions Загальні питання	Do you work? Is she reading?	Yes, I do . No, I don't . Yes, she is . No, she isn't .
Special questions Спеціальні питання	Where do you work? What is she reading? Who knows this story?	I <i>work</i> at an Institute. She <i>is reading</i> a book. He (<i>does</i>).
Tag questions Розділові питання	You work much, don't you? She can't sing, can she?	Yes, I do. No, I don't. No, she can't. Yes, she can.
Alternative questions Альтернативні питання	Do you have a flat or a house? Does he know French or English?	I <i>have</i> a flat. He <i>knows</i> English.

КОНСТРУКЦІЯ ЗАГАЛЬНИХ ПИТАНЬ

Допоміжне дієслово	Підмет	Смислове дієслово	Додаток	Обставина	?
Do - Yes, I do. - No, I don't.	you	study	English	at the Institute?	
Is - Yes, he is.	he	studying	English	now?	
Have - No, I haven't.	you	seen	a new film	at our club?	
Will - Yes, they will.	students	take	exams	in June?	
Can - No, I can't.	you	speak	English	well?	

КОНСТРУКЦІЯ СПЕЦІАЛЬНИХ ПИТАНЬ

Питальне слово	+	Допоміжне дієслово	+	Підмет	+	Додаток	+	Обставина
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1.

What are you ? - I am an engineer.

Who are you? - I am Jack Thompson.

How many subjects **do** the students **study** at the University?

When did she come ?

Where is he ? - He is at home. **Where** is he going ? - He is going home.

What will you do tomorrow?

Why not here? - Because ...

Whose book **have** you **taken**? - Mine./Hers/His.

Tea or coffee? **Which** do you prefer?

How does she get there? - By train.

How much are these oranges? - \$3.2 a kilo.

How much milk do you need? - Just a glass.

How long will it take you to get there? - About half an hour.

2.

WHAT / WHICH / WHOSE/ + noun

What size do you take?

Which coat is yours?

Whose book is this?

Which of your group speak fluent English? - Only two students do.

Who speak English ? - Many people do.

What books do you prefer? - Science fiction.

Which book (of these two) do you prefer? - This one.

3.

HOW + adjective/noun

How big is your car ?

How fast does it go?

How long does it take you to get there?

КОНСТРУКЦІЯ ПИТАНЬ ДО ПІДМЕТА ЧИ ЙОГО ОЗНАЧЕННЯ

Питальне слово	Присудок: (3 ос. одн.)	Додаток	Обставина
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Who speaks English well?

Who played chess yesterday?

Whose book is on the table?
library?

Who will take a book from the

РОЗДІЛОВЕ ПИТАННЯ

1)	+	,	-	допоміжне + займенник дієслово (замість підмета)
----	---	---	---	---

2)	-	,	+
----	---	---	---

You **speak** English, **don't** you?

You **don't speak** German, **do** you?

My boss **spoke** to you, **didn't** he?

Linda **is not** here, **is** she?

These guys **are** laughing, **aren't** they?

You **can** borrow \$10 , **can't** you?

ДІСВІДМІНЮВАННЯ ДІЄСЛОВА "TO BE" В PRESENT, PAST, FUTURE SIMPLE

		Present	Past	Future
Singular (Однина)	I - he / she / it	AM - IS	WAS	shall will BE
Plural (Множина)	we you they	ARE	WERE	shall will BE

ПЕРЕКЛАДАННЯ ЗВОРОТУ *THERE + TO BE*

Форма	Present Simple	Past Simple	Future Simple
Стверджувальна	There is a book on the table. There are books on the table. На столі книга (книги).	There was a book on the table. There were books on the table. На столі була книга (книги).	There will be a book (books) on the table. На столі буде книга (книги).
Питальна	Is there a book on the table? Are there books on the table? Чи є книга (книги) на столі?	Was there a book on the table? Were there books on the table? Чи була книга (книги) на столі?	Will there be a book (books) on the table? Чи буде книга (книги) на столі?
Заперечна	There is no book on the table. There are no books on the table. На столі немає книги (книг). There isn't a book on the table. There aren't any books on the table.	There was no book on the table. There were no books on the table. На столі не було книги (книг). There wasn't a book on the table. There weren't any books on the table.	There will be no book (books) on the table. На столі не буде книги (книг). There won't be a book on the table. There won't be any books on the table.

ФУНКЦІЇ дієслова **to BE – WAS/WERE – BEEN**

I. Смиислове дієслово (“бути, перебувати, знаходитися, існувати”):

We **are** in the classroom. She **was** at home at 6. I **shall be** there.

II. Дієслово-зв'язка (частина складеного присудка):

He **is** 20. We **are** students.

III. Допоміжне дієслово:

We **are speaking**. She **is laughing**. They **will be working**. The work **was done** in time.

IV. Модальне дієслово, еквівалент **MUST**. Значення запланованої дії:

The train **is to** come at 5. We **were to** meet at the station.

ФУНКЦІЇ дієслова to HAVE – HAD - HAD

I. Смысловое дієслово (“мати”):

I **have** a book.

II. Допоміжне дієслово:

I **have** already *done* my work. The work **had** *been done* by last Thursday.

III. Модальне дієслово, еквівалент MUST. Значення вимушеної дії:

(He is busy now.) If you want to speak to him you **will have to** wait.

ФУНКЦІЇ дієслова to DO – DID - DONE

I. Смысловое дієслово (“робити”):

I always **do** everything in time. He **does** some things in advance.

II. Допоміжне дієслово:

Do you *know* this? – Yes, I **do**. /No, I **don't**.

Does he *know* this? – Yes, he **does**. /No, he **doesn't**.

Did you *know* this? – Yes, I **did**. /No, I **didn't**.

They **didn't** *meet* us. I **don't** *speak* French.

III. Слово-замінник:

I always *do* everything in time. So **does** he.

We *went* home. So **did** they.

You *don't know* that. Neither **do** I.

БАГАТОФУНКЦІОНАЛЬНІ СЛОВА

IT

1 Особовий займенник третьої особи однини (про предмети, ідеї тощо):

I have a plan. It is simple. (він...)

Where's the scheme? - It is here. (вона...)

2 Формальний підмет у безособових реченнях:

It is important...– важливо...

It is necessary...– потрібно (необхідно)...

It is known...– відомо...

It is cold... – холодно...

3 Вказівний займенник («це») описує поняття, явища:

What is it? – It is a map.

It is an urgent problem. (Це нагальна проблема)

4 Частина підсилювальної конструкції:

It was he who told me about it. (саме він...)

It is in April when we celebrate Easter. (саме у квітні...)

THAT (THOSE)

THIS	THAT
THESE	THOSE

1 Вказівний займенник

*стоїть перед іменником («той, та, те, ті»):

That car is mine.

*стоїть один («те»):

He knows that well.

2 Відносний займенник, що приєднує підрядне означальне речення:

(«котрий») ! часто опускається.

Give me the book (that) you showed me yesterday.

3 Сполучник («що, те що ,щоб»)

We know that he ill. (...що...)

That he is ill is known to everybody. (те, що...)

It is necessary that he should go there today. (...щоб...)

4 Замінник іменника (щоб не повторювати):

The results of our experiment are more interesting than those of theirs.

The performance of the new device is more efficient than that of the old one.

5 Частина підсилювальної конструкції it is...that («саме»)

It is this problem that will be discussed at the conference.

(Саме ця проблема буде обговорюватися ... / Саме цю проблему будуть обговорювати...)

ONE (ONES)

1 Числівник («один»):

There is only one bridge across this river.

2 Неозначений займенник, формальний підмет у неозначено-особових реченнях:

One never knows what may happen. (Ніколи не знаєш...)

One must observe these rules. (Необхідно дотримуватися...)

3 ONE у формі присвійного відмінка перекладається як «свій»:

One should keep one's word. (...своє слово)

4 Слово – заміник іменника:

I don't like this jacket. Show me another one, please. (...інший...)

That road is shorter than this one. (...ця...)

What apples shall we take? –The red ones. (Червоні)

SHOULD

1. Допоміжне дієслово під час узгодження часів (Future-in-the-Past):

She said that we should go there at 5.

2. Допоміжне дієслово в умовному способі (може вживатися з усіма особами):

If I were you, I **should** have done it.

It is necessary that he (**should**) be present at the meeting.

3. Модальне дієслово. Стосовно теперішнього чи майбутнього виражає пораду, рекомендацію, стосовно минулого – докір, догану, осуд:

You **should** do it at once.

He **should** have helped them yesterday.

WOULD

1. Допоміжне дієслово під час узгодження часів (Future-in-the-Past):

We were not sure if he would do it.

2. Допоміжне дієслово в умовному способі (як правило, уживається з третьою особою однини):

He **would** do it if he had more time.

It is necessary that he (**would**) be present at the meeting.

3. Модальне дієслово:

а) з істотами вказує на готовність, упорство, бажання здійснити дію;

б) з неістотами вказує, що предмет виконує дію через звичку або певні властивості. У цьому значенні його найчастіше вживають у технічному тексті:

I (he) **would** do it . Я (він) (дуже) хотів це зробити.

4. Для вираження повторюваних дій у минулому (= USED TO):

Last year we **would** go to the theatre every month.

УЖИВАННЯ ЧАСІВ

The Simple Tense Forms

The Present Simple Tense

уживають для позначення звичайної, повторюваної дії в теперішньому:

e.g. I get up early. Я встаю рано щодня.

Вправа 21. Поставте речення в заперечну форму, потім до кожного з них побудуйте загальне та спеціальне питання:

1. He comes home late in the evening.

2. They study every day.

3. He speaks English very well.

4. I often visit my parents.

5. She likes coffee.

The Past Simple Tense

уживають для позначення факту, здійсненого в минулому, а також для вираження послідовно здійснених або звичних, повторюваних дій у минулому:
e.g. We went to the theatre yesterday. Ми ходили в театр учора.

We went fishing last summer. Ми часто ходили на рибну ловлю минулого літа.

The Future Simple Tense

уживають для вираження факту здійснення дії, а також звичайних, звичних (повторюваних) дій у майбутньому. У сучасній англійській мові є тенденція до використання допоміжного дієслова *will* для всіх осіб:

e.g. We will take exams in June. Ми будемо складати екзамени в червні.

The Progressive Tense Forms

Present Progressive вживають для вираження дії, яка:

1) здійснюється в момент мовлення й триває як процес:

e.g. I am reading a book now. Я читаю книгу зараз;

2) здійснюється в поточний період:

e.g. He is writing a book this winter. Он пише книгу цією зимою;

3) планується на найближче майбутнє:

e.g. We are having a business lunch on Wednesday. У середу в нас буде діловий обід.

Past Progressive використовують для вираження тривалої дії, що відбувалася в минулому в певний момент або період часу:

e.g. I was reading a book at 7 yesterday. Учора о 7 годині я читав книгу.

I was reading a book when she came. Я читав книгу, коли вона прийшла.

Future Progressive вживають для вираження тривалої дії, яка відбудеться в певний момент у майбутньому:

e.g. I will be reading a book tomorrow at noon. Завтра опівдні я буду читати книгу.

Основні дієслова, які **не** вживаються в **Progressive**:

believe	depend on	know	prefer	understand
belong	feel	like	realise	want
be	forget	love	remember	
consist of	hate	mean	seem	
contain	hear	need	suppose	

The Perfect Tense Forms

The **Present Perfect Tense** уживають:

1. Коли дію закінчено, мають результат, а час не вказаний:

e.g. - I have read this book. Я прочитав цю книгу.

- We have seen this film. Ми бачили цей фільм.

- I have met this man. Я бачив цього чоловіка.

- They have spoken about it. Вони поговорили про це.

2. З обставинами, що позначають незакінчений період часу

(today, this week, this month, this year):

e.g. – I have not seen him this week. Я не бачив його на цьому тижні.

– They have come today. Вони приїхали сьогодні.

– She has written me 3 letters this month. Вона написала мені три листи цього місяця.

– I have read many good books this year. Я прочитав багато книжок цього року.

3. З деякими прислівниками неозначеного часу, такими як:

already – уже

never – ніколи

just – тільки-но

not... yet – ще ні

ever – коли-небудь

recently / lately – недавно, нещодавно

e.g. – He has just come. Он тільки-но прийшов.

– They have already spoken about it. Вони вже поговорили про це.

– I have not seen this film yet. Я не бачив ще цей фільм.

– Have you ever been to Paris? Ви були коли-небудь в Парижі?

4. З прийменниками **since** (з того часу як) і **for** (протягом якогось часу). У цьому випадку дієслово в Present Perfect здебільшого перекладають українською мовою формами теперішнього часу:

e.g. – I have lived in Kharkov since 1980. Я живу в Харкові від 1980 року.

– We have known each other for many years. Ми знаємо одне одного
багато років.

– You have read my book for 3 months. Ти читаєш мою книгу три
місяці.

The Past Perfect Tense уживають для вираження дії, яка:

1. закінчилася до іншої дії в минулому. У цьому випадку іншу дію виражено Past Simple:

e.g. – He had gone before you telephoned. Он пішов до того, як ти зателефонував.

2. закінчилася до певного моменту в минулому:

e.g. – They had come home by 7. Он прийшов додому близько 7 години.

The Future Perfect Tense використовують для вираження дії, що:

1. закінчиться до іншої дії в майбутньому;

e.g. – I will have helped you before he comes. Я тобі допоможу до того, як він прийде.

2. закінчиться до вказаного моменту в майбутньому:

e.g. – They will have built a new school by the 1st of September.

Вони побудують нову школу до першого вересня.

Увага! У питаннях, що починаються з **when?**, замість часів **Perfect** використовують часи **Simple**.

e.g. – When did you leave school? Коли ти закінчив школу?

The Perfect Progressive Tense Forms

The Present Perfect Progressive Tense уживають для вираження тривалої дії, яка почалася в минулому і ще здійснюється нині, зараз:

e.g. They have been discussing this problem for 3 hours already. – Вони обговорюють цю проблему вже три години.

The Past Perfect Progressive Tense позначає дію, що почалася до якогось моменту в минулому й тривала протягом певного проміжку часу до вказаного моменту або іншої дії в минулому:

e.g. We had been playing chess for 2 hours already when he came. Ми грали вже дві години в шахи, коли він прийшов.

PASSIVE VOICE

В англійській мові існує два стани: активний стан (Active Voice) і пасивний стан (Passive Voice). Active Voice указує, що підмет виконує яку-небудь дію:

e.g. I wrote a letter yesterday. – Я написав учора лист.

The students asked many questions. – Студенти ставили багато питань.

Passive Voice указує, що над підметом виконують якусь дію:

e.g. The letter was written yesterday. – Лист був написаний учора.

The teacher was asked many questions. – Учителю поставили багато питань.

to BE + V*3

to BE written – бути написаним

				Лист:
	IS		Present Simple	написано
	WAS		Past Simple	було написано
	WILL BE		Future Simple	буде написано
	IS BEING		Present Continuous	пишеться
The letter	WAS BEING	<i>written</i>	Past Continuous	писався
	-----		Future Continuous	—
	HAS BEEN		Present Perfect	(уже) написано
	HAD BEEN		Past Perfect	(уже) було написано
	WILL HAVE BEEN		Future Perfect	(уже) буде написано
	-----		Perfect Continuous	—

his article is often referred to .	На цю статтю часто посилаються.
The report was listened to very attentively.	Доповідь слухали дуже уважно.
The event was much spoken about .	Про цю подію багато говорили.
A. was followed by B.	За А. ішов В.

МОДАЛЬНІ ДІЄСЛОВА ТА ЇХ ЕКВІВАЛЕНТИ

Модальні дієслова та їхні значення	Еквіваленти модальних дієслів	Present	Past	Future
can можу, умію	be able to могти, бути в змозі	can	could	_____
		am is + able to are	was were + able to	shall will + be able to
must повинен, зобов'язаний, потрібно, необхідно	should слід, потрібно, повинен	should must	_____	_____
	have to доводиться, повинен	have to/has to	had to	shall will + have to
	be to повинен, оскільки це було заздалегідь заплановано	am / is / are to	was / were to	_____
may можу, маю дозвіл	be allowed to мати дозвіл	may am is + allowed to are	might was were + allowed to	shall will + be allowed to

Модальні дієслова **can, may, must** самотійно не вживаються, а уточнюють (вказують на можливість, бажаність, повинність тощо) значення смислових дієслів. Після цих модальних дієслів використовують інфінітив без частки *to*. Модальні дієслова не мають своєї форми залежно

від особи й числа іменника. Під час заперечення і питання модальні дієслова виконують роль допоміжних дієслів.

Can – могли (мати можливість, здатність, вміння), форма минулого часу – *could*.

e.g. I can play tennis well. Я вмію грати в теніс добре.

I couldn't help him. Я не міг допомогти йому.

Must – повинен (категорична повинність)

e.g. I must go. Я повинен іти.

May – могли (дозвіл, можливість, припустимість якої-небудь дії в майбутньому).

might – форма минулого часу.

e.g. May I open the window? Можна відчинити вікно?

I might go. Напевно, я піду.

ЕКВІВАЛЕНТИ МОДАЛЬНИХ ДІЄСЛІВ

To have to = must (виражає потребу виконання дії через певні обставини, часто українською мовою перекладається словом *доводиться*).

e.g. He has to get up early. Йому доводиться вставати рано.

He had to get up early. Йому доводилося вставати рано.

He will have to get up early. Йому доведеться вставати рано.

Заперечні й питальні речення з конструкцією *to have to* утворюються із застосуванням допоміжного дієслова *do (does, did)* за загальною формулою побудови заперечення й питання:

e.g. He doesn't have to get up early. Йому не доводиться вставати рано.

Does he have to get up early? Йому доводиться вставати рано?

Should = must (використовують для передання значення *потрібно, слід, варто*, а також для вираження порад, рекомендацій, дорікань у теперішньому й майбутньому часах).

e.g. You should read this book. Вам слід прочитати цю книгу.

She should see a doctor. Їй потрібно сходити до лікаря.

To be to = must (заздалегідь запланована дія).

e.g. We are to meet at 6. Ми повинні зустрітися о 6.

To be able to = can.

e.g. He will be able to help you tomorrow. Він зможе допомогти тобі завтра.

ОТЖЕ:

<i>ПРОСИМО, ПРОПОНУЄМО</i>	CAN COULD WILL /SHOULD WOULD
<i>РАДИМО, РЕКОМЕНДУЄМО, ВИСЛОВЛЮЄМО ДУМКУ</i>	SHOULD
<i>ДОРИКАЄМО</i>	OUGHT to
<i>ДУЖЕ ВПЕВНЕНІ</i>	MUST
<i>НЕ ДУЖЕ ВПЕВНЕНІ, СУМНІВАЄМОСЯ</i>	MAY MIGHT COULD
<i>ВИМУШЕНІ, ДОВОДИТЬСЯ</i>	HAVE to
<i>ДОЗВОЛЯЄМО</i>	MAY
<i>НЕ ДОЗВОЛЯЄМО</i>	MUST NOT ; CAN'T
<i>НАКАЗУЄМО</i>	MUST
<i>ПЛАНУЄМО</i>	BE to

MODALS

must		
can		
could	to	do
may		
might		
should		

ПЕРЕКЛАДАННЯ МОДАЛЬНИХ ДІЄСЛІВ У ПОЄДНАННІ З PERFECT INFINITIVE

must повинно бути напевно імовірно			Our engineer must have repaired this device. Наш інженер, напевно, відремонтував цей прилад.
may можливо			He may have returned home already. Він, можливо, уже повернувся додому.
could міг би (чи міг)		Perfect Infinitive (have + Participle II)	They could have done it themselves. Вони могли б зробити це самі.
might міг би (чи міг)			He might have come to the meeting that day. Він міг би прийти на збори в той день.
should варто було б повинен був би			You should have helped him. Вам варто було б допомогти йому. (але ви не допомогли).

НАКАЗОВИЙ СПОСІБ

Стверджувальна форма	Заперечна форма
Інфінітив без <i>to</i>	<i>do not (don't)</i> + інфінітив без <i>to</i>
<i>Start the engine.</i>	<i>Do not (don't) stop here!</i>
<i>Увімкніть двигун.</i>	<i>Не зупиняйтеся тут!</i>

Спонування до дії

Let + (me, him, her, the student, us, them) + інфінітив без <i>to</i>		
	me	Я почитаю.
	him	Нехай він читає.
Let	her	Хай вона читає.
	the student	Нехай студент читає.
	us	Почитаймо.
	them	Хай вони читають.

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Навчальне видання

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ГАВРИЛОВА Олена Валентинівна,
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ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

НАВЧАЛЬНИЙ ПОСІБНИК

(Укр., англ. мовами)

Відповідальний за випуск *О. Л. Ільєнко*

За авторською редакцією

Комп'ютерне верстання *О. В. Анісенко*

Дизайн обкладинки *Т. А. Лазуренко*

Підп. до друку 07.10.2021. Формат 60 x 84/16.
Електронне видання. Ум. друк. арк. 8,0.

Видавець і виготовлювач:

Харківський національний університет
міського господарства імені О. М. Бекетова,
вул. Маршала Бажанова, 17, Харків, 61002.

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Свідоцтво суб'єкта видавничої справи:

ДК № 5328 від 11.04.2017.